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MENACE OR MIRAGE? THE UNITED STATES SEEN THROUGH FRENCH EYES, 1929-1931

(*Author's Summary.*—A discussion of books written about the United States in the last three years by French journalists, professors, and economists.)

AS A NATION we are now richly endowed with the divine gift Robert Burns craved; we can indeed now see ourselves as others see us. Since the war the United States has assumed a new importance for Europeans. Numerous are the books they write about us, and diverse are the things they say. France, in particular, discovered us at the time of the war, and now not a month passes but some French author tells his compatriots about his individual discovery of America. Nowadays Americans visit France in such numbers that they limit themselves to a magazine article upon their return. The French who investigate us are still at the point of writing a whole book. They can be divided chiefly into journalists, professors teaching in American universities, and economists.

Rapid transcontinental trips made by journalists are the subject matter of Paul Achard's inconsequential *Un œil neuf sur l'Amérique* (1930), translated under the title, *A New Slant on America*, and the much better *Découverte des Américains* (1930) by René Puaux. The most recent books of this type are *Voilà l'Amérique* (1931) by Claude Blanchard, and *Paris-Paris, Instantanés d'Amérique* (1931) by Philippe. Blanchard's treatise is fairly good, with no more mistakes of fact or judgment than the average, but he is too much obsessed by the idea that everything is excessively standardized in the United States. Philippe's book, written in a telegraphic, often cryptic style à la Jean Giraudoux, describes with

evident delight such cultural centers as Harlem and Hollywood. Philippe devotes four sentences to the beauties of Niagara Falls and twelve pages to a wild party at Hollywood. On the last page he takes care to express for America an affection which is not evident in the pages which precede.

Lucien Lehman's *Le grand mirage, U.S.A.* (1929), Englished under the title, *American Illusion*, is better informed than the average, and yet typical in many respects of the French point of view in regard to the United States. The author spent ten years here, a long enough time so that there are Anglicisms in his French (*joindre un club, joindre une église, des opportunités, délivrer un discours, dans une classe par eux-mêmes, et ainsi tout le long de la ligne*, etc.). And yet he loves us none too well.

The most widely read recent French book on the United States is undoubtedly Georges Duhamel's *Scènes de la vie future* (1930), translated under the arresting title, *America the Menace*. It is a diatribe against all he thinks America represents. His eyes are closed to any aspect of the country which would belie his preconceptions. Frenchmen as well as Americans have cried out against his willful blindness. Professor Henning's vigorous protest in *Books Abroad* for April, 1931, leaves nothing more to be said. Duhamel attempts to justify himself in the preface to his *Géographie cordiale de l'Europe* (1931): his purpose in the earlier work was to point out horrible examples of the future that threatens his beloved Europe; America is a ghastly prediction of what France is in danger of becoming; his purpose was not to give a well rounded picture of America, but to frighten Europe with certain terrifying symptoms of this pernicious Americanism, such as prohibition, the automobile, the stockyards, advertising, standardized production, and the motion picture.

Too often when French writers speak of the United States, what they really have in mind is New York City. Two recent books are devoted entirely to the metropolis: Paul Morand's *New-York* (1930), of which there is an English translation with the same title, and J. Joseph-Renaud's *New-York flamboie* (1931), with preface by André Tardieu. New York seems to exercise the same fascination over the Frenchman as Paris does over the American. Most of our own citizenry know Harlem only as the habitat of Amos and Andy. Thanks to recent French writers, it is now well known

to the French reading public, and has the same connotations as Montmartre has to an American. This is all a deserved retaliation for the average American's conception of Paris. Morand's work is a guide-book, historical as well as descriptive. Joseph-Renaud has not Morand's impressionistic style, so appropriate in describing New York, and does not know New York's past as Morand does. He presents merely an unbiased account of his own impressions. He finds much to enchant him and departs enthusiastic about America. May his tribe increase!

As for our second largest city, its gangsters have been well advertised abroad. A Parisian who is curious about Capone and his colleagues has a choice of three recent volumes: *Deux mois avec les bandits de Chicago* (1930) by George London, and two translations from English: *Al Capone, le Balafre* by Pasley, and *Chicago, ville du crime* by Sullivan. It is the faults of a country that are most apt to be served up to foreigners. Scandalous works are those usually chosen for translation. Recent French book lists contain such titles as *Ex-Epouse* by Ursula Parrott, and *La mort étrange du président Harding* by Gaston B. Means. *Leurs enfants* by Edith Wharton, narrating as it does the various divorces of a family of millionaires, is being urged upon the French public as a *curieux tableau de mœurs américaines*.

Members of the teaching profession should be proud to note that the wisest and fairest of recent French books on the United States have for the most part been written by professors. They have in every case lived here for several months or years. Affectionate understanding is not to be expected from a man like Duhamel, who cast on us only a brief and jaundiced glance. It is a cheering fact that the French who know us best are usually the ones who like us best. Like the hero of Voltaire's *Le monde comme il va*, they see only the bad in Persépolis at first, but eventually they report, like Babouc: *Si tout n'est pas bien, tout est passable*.

Professor Franck L. Schoell gives the public the benefit of ten years of residence in his *U.S.A. du côté des Blancs et du côté des Noirs* (1929), largely a reprint of essays he had brought forth in French periodicals over a period of years. Professor Schoell's interest in the Negro problem had already shown itself some years earlier in *La question des Noirs aux Etats-Unis*.

Professor Régis Michaud's *Ce qu'il faut connaître de l'âme*

américaine (1929) is the result of twenty years spent in living and teaching among us. This is not the first valuable contribution he has made toward interpreting American culture to his fellow-countrymen. M. Michaud in his kindly little volume discusses certain intimate aspects of American life that escape the more casual visitor.

A still more intimate picture of American life has been more recently written by a professor's wife, Madame Madeleine Cazamian, in her *L'autre Amérique* (1931). Her picture of the United States reflects her own zest for life and a truly feminine kindliness and sympathy. Mme Cazamian did not find speakeasies, because she was not looking for them. Instead she saw—as too many do not see—beautiful parks, fine schools, excellent museums and libraries, marvelous scenery, kindly and hospitable people. Her book is a direct reply to certain others. She specifically refutes statements made by Duhamel and by Keyserling, whose study of the United States has been widely read in France in a French translation, *Psychanalyse de l'Amérique* (1930). If Mme Cazamian seems too charitable at times, she needs to be, in order to counterbalance the unfairly severe comments of so many ill-informed or peevish visitors.

Another excellent recent work written by a professor is Marcel Braunschvig's imposing tome, *La vie américaine et ses leçons* (1931). M. Braunschvig does not hasten to praise or blame; he seeks to be impartially informative. He shows surprising versatility in dealing competently with the most diverse matters. He shows a good understanding of economic and industrial questions; how rare a quality in a professor of literature! He presents an impressive mass of information in an open-minded and friendly spirit.

Professor Fortunat Strowski's *La Bruyère en Amérique: Les Caractères ou les Mœurs de ce siècle* (1931), being a clever parody, will appeal to the literary, but is scarcely enlightening. The novelist André Maurois may be enumerated here among the professors, for his recent *L'Amérique inattendue* (1931) is the result of a semester spent as visiting professor at Princeton last year. It appeared in a limited edition which was completely subscribed before the publication date. The title is similar to that of Mme Cazamian, and like her, M. Maurois presents a side of us that is, alas! too little known abroad. His volume is a series of essays that have appeared

in periodicals. Teachers of French literature will enjoy his account of the reactions of a "preceptorial" group at Princeton to various French works and authors. American readers will recognize his last chapter as having appeared in the September *Atlantic Monthly*. It contains this memorable conclusion, which is also the end of the book: *Un peuple est un miroir où chaque voyageur contemple sa propre image. En Amérique comme partout, vois-tu, on ne trouve que ce qu'on apporte. Fais en toi-même une Amérique dont tu sois digne; c'est celle-là seule que tu découvriras.* M. Maurois, like Mme Cazamian and a few others, has indeed discovered an America which is a credit to himself.

A book of a different type is the *Initiation à la vie aux Etats-Unis* (1931), just published by the new Institut des Etudes américaines du Comité France-Amérique. It is a symposium of seventeen articles by sixteen different authors, all French but one. There are seven chapters on economic and financial life, five on intellectual life, two on law and government, and three on social life. The list of authors includes men already known for their books on the United States: André Siegfried, Henri Dubreuil, Fortunat Strowski, Firmin Roz, and C. Cestre. The chapter on education by Firmin Roz is the one that would be of most interest to teachers. It is essentially accurate, although he makes the amazing statement that students often get through high school in one or two years. The chapter reeks with misspellings; Polo Alto, Aws Arbor, and Ihaaca, for example, are American college towns. The articles in the *Initiation* are naturally of unequal merit, but the book as a whole will satisfactorily fulfill its purpose as a guide for the prospective visitor to these shores.

The French reading public has, in addition to these general treatises on America, other sources of information and misinformation. A constant stream of books, many of them translations from English, deal with specific topics. It is to be expected that many of them treat economic matters. The work of most solid erudition about the economic, political, and racial aspects of the United States is still André Siegfried's *Etats-Unis d'Amérique* (1927), which, under the romantic title, *America Comes of Age*, is being used as required reading in courses in the social sciences in American colleges. M. Siegfried, a professor at the Ecole libre des Sciences politiques in Paris, has crossed the Atlantic repeatedly and has a

remarkably accurate and detailed knowledge about the United States. In spite of an abundance of tables and graphs and statistics, the book has the breath of life in it. Although M. Siegfried's volume was not written in the period we are considering, it needs to be mentioned, because it is still being widely read. Some of the matters he treated have been successfully discussed by M. Braunschvig and others, but the volume has by no means been superseded.

Among the many volumes on American industry, the most noteworthy is H. Dubreuil's *Standards* (1929), translated into English under the title, *Robots or Men?* Other French authors, who are of the *bourgeoisie* rather than the working class, often present a terrible picture of the American workman, mechanized and overworked, his soul crushed by over-efficient Taylorized factories. Dubreuil's testimony is strikingly different. Here is an intelligent French workman who actually worked in numerous American factories—and liked it. Although he naturally finds some things to criticize, his general reaction is enthusiastic in regard to American methods, and the relations between employer and employed. This treatise, a fat volume, has recently been supplemented by *Nouveaux Standards* (1931). Henry Ford's works exist in French translation and have been widely read abroad.

Among books which treat of the United States in its economic relations to Europe, a horrible example is Kadmi-Cohen's *L'abomination américaine* (1930). The paper cover depicts an American business man encircling the map of industrial Europe in his greedy grasp, a smirk of satisfaction on his face, while the Stars and Stripes fly over one shoulder and the Statue of Liberty enlightens the world over the other. The part of the work which deals with the United States is a tissue of citations from other writers. The author has never been in this country himself; hence his imagination is unfettered. He paints us in the blackest colors, and attributes to us the darkest designs. As a nation we feel so gentle and inoffensive that we are as surprised to find how we terrify Europe as La Fontaine's timorous hare was when the frogs jumped in the pond with fright at his approach.

Two more recent volumes deal with the same subject. Charles Pomaret's *L'Amérique à la conquête de l'Europe* (1931) suggests, as an antidote for our economic and financial conquest, that

Europe should adopt our methods. Aron and Dandieu in their *Le cancer américain* (1931) have exactly the opposite point of view. Our economic and financial system, which these authors call Americanism, is a cancerous growth which is bringing woe to the whole world, including the United States. They appeal to Europe to free itself of this cancer. But let us leave to the economists these depressing books; the "dismal science" is their field, not ours.

Many French novelists, reputable and disreputable, have lately used and abused the United States in their fiction. The best known of these authors are Dekobra, Durtain, and Morand, but there are many others. In their search for local color, these novelists tend to present an exaggerated and repugnant picture. An extreme case is Tavano's *A l'ombre des buildings* (1931), in which unreal New Yorkers drift from speakeasy to speakeasy, from orgy to orgy, to an ending of unmotivated murder. It is not that the novelists have anything against the United States, for they have the habit of showing too often the worst side of their own country as well. Indeed, the firmly ingrained American belief in the fundamental immorality of the French, has been partly produced by novels written by the French themselves.

Certain qualities of mind and heart are essential to a man who would write of a country not his own. Chief among these is an open mind, and closely connected with it is an open eye. Duhamel, who came here to document an antipathy already formed, saw only what suited his purpose. Such books bring the sad reflection that travel sometimes narrows instead of broadening. Even the vaunted French virtues of taste and restraint are sometimes lacking in these books. Every man prefers his own country. Nothing could be more right and natural. But if foreign visitors do not come with an open mind, why do they come? And why do they write books?

Important, too, for foreign critics of the United States, is a sense of humor. Oh! for a contemporary Frenchman who could write of us with the kindly merriment of the one who wrote forty years ago under the un-French pen name Max O'Rell. Surely Duhamel lacks a sense of humor when he records in all seriousness a little talk with a certain Mrs. Graziella Lytton. She is driving fast, and the author, her passenger, is frightened. She speaks of the great number of motor accidents: "*J'en ai pris ma petite part. Mais rien que des nègres.*—*Comment, chère Madame, vous avez*

écrasé des nègres?—Très peu. Deux seulement.—Et ils sont morts?—On ne tue pas les nègres aussi facilement: ils ont le crâne trop dur."

Why could not Duhamel see that this Graziella, less naïve than Lamartine's fisher maiden of the same name, was having some fun with her foreign guest. Achard, telling of his train ride through Utah, records credulously the following in regard to Utah heat: "A chatty traveler told us he had come through in August sitting completely naked in his compartment, with a block of ice under him and another on his head, writing on paper wet with perspiration." Achard does not understand American humor!

Another essential for these writers is a good knowledge of the English language and, if possible, of the American language as well. Confronted on every page of certain works by such spellings as: *Visconsin*, *Walt Withman*, *Hollywood* (holy—it of all places!), *New Hamsphire*, *le président Bulter* (of Columbia), the reader, to be charitable, can say that the authors themselves may not be responsible for the misspellings, as French books are frequently not proofread. Tavano's novel deserves the prize for twisted English, and he affects it on every page: *wamps* (vamps), *policeman-woman* (policewoman), *boos* (boss), etc. Music is furnished by a *jazz-hot*. A learned footnote explains that *comstock* means *sorte de censure assez arbitraire contre les ouvrages relatifs aux mœurs*. A more serious error is made by Lehman when he says: "Birth control *se traduit en bon français par le mot avortement*." This tragic misunderstanding does not prevent him from writing a whole page about birth control in the United States! "Fools rush in —." Lehman it is, also, who speaks of "companionate marriage."

Many of the authors do, however, give evidence of a good knowledge of English. A sufficient commentary on the aspects of American life that attract the notice of French visitors, would be a complete list of the English words and expressions they introduce into their books, either to give local color or because there is no adequate French equivalent. Here are some random examples culled from a number of books: efficiency, opportunity, standard of living, bungalow, hen party, building, melting pot, cafeteria, hot dog, drug store, safety first, skyscraper, business is business, business man, self-made man, graft, bluff, pep, live-wire, realtor, racketeer, bootlegger, speakeasy, week end, sex appeal, booze, wild party, exciting, flapper, petting party, moonshine, whoopee.

In addition to knowing our language, the foreign observer should know something of our history and geography. One of the satisfying things about Morand's *New-York* is his realization that skyscrapers did not sprout from the virgin soil the moment the first white settlers arrived. He has a full appreciation of the city's three centuries of history. It is highly amusing, though unkind, to note the blunders of some of these men who have set themselves the task of acquainting their fellow-countrymen with America. Tavano explains in a learned footnote that the Pilgrims of the Mayflower, *sorte d'évangélistes chrétiens, furent en réalité les premiers colons de l'Amérique, bien avant les Puritains*. Professor Michaud speaks of the *annexion déguisée de la Colombie*, as if we took all of Colombia for the purpose of building the Panama Canal! Less serious to anyone but a son of Old Nassau is Puaux's reference to co-eds at Princeton. Kadmi-Cohen speaks of the Sacco-Vanzetti affair without knowing that the charge against the men was murder, and without knowing that they were political radicals. Just what, then, does he know about the case, and what right has he to mention it?

Geography, too, is essential. Michaud, in his usually well-informed volume, places Michigan and Indiana west of Chicago, and Dakota west of the Great Divide. Puaux thinks Ontario is in the United States. Achard, traveling through Iowa, writes: "On the morning of the twenty-first of October a glorious sunrise bathed the plain, clad in ripening wheat and corn." Just let him try to tell an Iowa farmer that he saw ripening wheat on the twenty-first of October!

Another requisite for foreign commentators is that they should avoid hasty generalizations. They are one of Lehman's besetting sins. One of his chapters has paragraphs beginning thus: *L'Américain est ignorant . . . L'Américain est inintelligent . . . L'Américain est brutal . . . L'Américain est égoïste . . . L'Américain est vaniteux . . . L'Américain mange mal*, etc. Elsewhere he says that the average American *possède, à un rare degré, l'arrogance, l'injustice, le mépris, et un orgueil démesurée*. Again he says that a hip-flask *fait partie de l'équipement de tout gentleman américain*. Achard is another frequent sinner in this respect: "The average American has two weeks' vacation during the year. He goes to the beach at Long Island or into the mountains—the Adirondacks, or some

other resort." "All American business men carry typewriters." "When the [football] scrimmage unscrambles it is seldom that at least one player is not left on the ground unconscious." Scarcely any writer is immune. Tavano hurls this bomb: *emporté, orgueilleux, brutal, comme tout Américain qui se respecte*, and Kadmi-Cohen this one: *Ivres comme la plupart des Américains dès leur débarquement sur le sol de la vieille Europe*.

To write significantly of the United States requires, as we have said, certain high qualities. To read such books needs similar qualifications, whether the reader be the European for whom they are intended, or an American. Provided we keep an open mind, it is quite salutary to get a foreign point of view on ourselves. The chief benefit of foreign travel is the perspective afforded the traveler to view his own life and habits. The same advantage can be gained to some degree at small trouble and expense by reading about our country as seen through foreign eyes.

A sense of humor is also needful to read these books. The insulting things a misguided foreigner says can make an American very angry; how much better if he is merely highly amused. It is often difficult to read such books with equanimity. When a foreigner slanders so much as our chewing gum, our first impulse is to fly to the defense of our sacred institutions. But we should not desire unstinted praise. It would do us no good; we know our good points too well already. Besides, even our home-grown intellectuals no longer flatter us. Indeed, one often suspects in reading foreign critics that they are seeing us through the dark glasses of Sinclair Lewis, so appreciated and so frequently quoted abroad. There are things enough to criticize, goodness knows! There are even skeletons in our national closet that visitors never discover. Although American advertising is discussed by many, all except Joseph-Renaud have overlooked radio advertising, its latest and most offensive form.

When faced with the alleged superiority of another country in any particular respect, patriotic pride impels the Frenchman to a defense along one of two lines. In the first place, he may deny the existence of the claimed superiority. For example, with regard to our claim to better morals, he may point out our gangsters, our lynchings, our speakeasies, our high divorce rate, and the antics of Americans in Paris, and come to the conclusion that we are not

more moral than other nations, but rather more hypocritical. A second line of defense is to deny that the trait in the other country is a real superiority. Now it is indisputable that the United States is ahead of France in the matter of mechanical efficiency. Frenchmen all admit that. Many mention, for example, as one of the marvels of America the fact that our telephone system actually works. (Don't disillusion them; they never tried an American rural 'phone.) But it can be claimed that mechanical excellence is not civilization, and that we have lost more by it than we have gained. This is Duhamel's contention. We are so mechanized and standardized that we have no soul. Some deny us a soul; others deny us a civilization. It is reassuring that M. Michaud, after a score of years in the United States, attributes a soul to the country in the very title of his delightful little volume. M. Michaud and Mme Cazamian have the distinction of being the only ones who describe American home life. The others, who have lived only in hotels, solemnly inform their readers that there is no family life here.

The books discussed in this article are those that have appeared in the last three years. At the beginning of this period, the French were ceasing to talk about the Scopes trial and the Ku Klux Klan, but still considered us bloated millionaires. Lehman in 1929 assured his incredulous readers that there were after all only eleven thousand millionaires in our whole vast population. M. Michaud, perhaps influenced by Republican campaign speeches of 1928, said in 1929: *Il n'y a pas de pauvres en Amérique . . . Elle seule reste vraiment riche, d'une richesse qui paraît inépuisable*. Then came the economic crisis, and with millions of Americans destitute, such things sounded like a cruel jest. Now at last, French authors, like American Republicans, have had to cease talking about our "astonishing prosperity."

It is difficult to generalize about books written by such different observers from such diverse points of view. The things that most commonly impress Frenchmen seem to be that everything in America is on a big scale, that we are always in a hurry, that this is a land of marvels (*en Amérique tout est possible!*), and that Americans are naïve. There is a tendency to find us crude and uncouth, but this view is not universal. Achard salves our pride by saying: "It is a grave error to believe that America lacks culture," and Puaux says: *L'Amérique a le noble respect de l'art et de l'intellectualité*.

Like the stories of Horatio Alger, Jr., these books are often written according to a formula. One reason may be that the authors read each other's books. Before crossing the ocean they already know what to see and what to say about it. Some long-forgotten Frenchman set the fashion of visiting the Chicago stockyards, and now the melancholy squeal of the pig punctuates nearly every French book on America. Somewhere in his book the author is sure to compare his own rôle with that of Christopher Columbus. The first chapter generally describes the crossing of the Atlantic. The French travel so little that a sea voyage cannot be taken for granted. There follow inevitable chapters on such topics as: the cinema, the American woman, prohibition, the Negro, religion. The authors by no means always agree on these subjects. As to the motion picture, Duhamel says: *J'affirme qu'un peuple soumis pendant un demi-siècle au régime actuel des cinémas américains s'achemine vers la pire décadence*. On the other hand, Achard quotes with admiration a statement made by Mr. Hays: "Every attempt made to hinder the progress of the cinema is an attempt to retard the mental development of the race." M. Duhamel and M. Achard should get together some day; they would have much to say to each other. The typical chapter on the American woman says that although she runs everything, she is very beautiful. (Cf. Morand's novel, *Champions du monde*, 1930, for a similar impression of American women.) French chivalry, it seems, is not dead. Let us be chivalrous likewise and allow M. Lehman the last word: *La femme américaine, dans la moyenne, malgré tous ses défauts, est très supérieure à l'homme*. French comments on prohibition are, after all, like those of American writers: many of them gleefully point out that it does not exist; the rest declare that it is necessary.

An encouraging sign is that recent books are breaking away from the formula by which such books have long been written. Just within a few months have appeared such diverse productions as those of Braunschvig, Mme Cazamian, Strowski, Joseph-Renaud, Maurois, and others.

In these days of confusion and of striving for international understanding and peace, the impression one nation has of another is a very vital matter. The mistakes Chateaubriand made over a century ago were harmless, but the blunders made by René's modern compatriots are fraught with danger. What needs to be

emphasized now is what one nation has in common with another, whereas the books we have been considering necessarily stress points of difference, and it is proverbially difficult to keep comparisons from being odious. However, there is an undeniable tendency toward greater justice and wisdom on the part of the French who appraise the United States. Hostile books, such as that of Aron and Dandieu, are decreasing in frequency. André Maurois is right, it seems, in saying that the depression is bringing America and Europe toward a common understanding.

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LE CŒUR BLESSÉ

Pourquoi, mon coeur faut-il être si blessé?

Comment pourrai-je être heureuse encore?

Car je n'entends pas la voix gentille, baissée,

Il ne pense pas à moi, lui, que j'adore.

Une courte nuit, et des mots un peu timides

Ont rempli mon coeur d'une espérance tendre.

Elle n'y est plus et sa place n'est qu'un vide.

Il n'y a que deux lèvres qui peuvent me la rendre.

Maintenant la vie ne me semble plus une joie.

Les jours m'ennuient et les nuits n'ont pas de fin,

La mer m'a vaincue, elle me moque, et elle noie

La lueur de ma vie sous ses lames au lointain.

VIRGINIA ANN ROSS

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Written by a student in second-year French who was inspired by a lively sympathy for Gaud Mével in *Pêcheur d'Islande*.—EDITOR

THE WILL TO CONQUER

PSYCHOLOGISTS generally agree on the importance of volition in learning. We learn best when we intend to learn.¹ Mere frequency of repetition is not effective. Repetition must be supported by a firm will to retain,² for when the will to retain is lacking, recall is a matter of sheer accident.³ Will favors increased interest in the material to be mastered; absence of will manifests itself in indifference.⁴ "The effect of every mental activity . . . depends chiefly upon the co-operation of the will."⁵ "One of the most important, if not the most important aspect of . . . progress [in learning] . . . is the appeal to the individual to do the best he can,"⁶ i.e., the appeal to his active volition. The more deliberately we seek to obtain not merely a transient but a lasting effect, the more certainly is the desired effect produced.⁷ No lasting result in learning is possible without intention and volition.

We may repeat material an endless number of times without retaining any of it. "Sandford," reports Pillsbury, "in spite of his daily repetition of a morning service could say through only brief parts that he had at some time intentionally committed. This was true although he estimated that he read the service five thousand times before he made the test. One per cent, at the most, of this number of repetitions with intention of learning should have been effective."⁸ Singers often do not know the words of songs they have been singing again and again for many years; they do not intend to remember. Experienced teachers have a similar reaction to material they find uninteresting or unworthy of being committed to memory; even though they have heard their students recite this material innumerable times, they do not remember it; they do not in-

¹ W. B. Pillsbury, *Education as a Psychologist Sees It* (The Macmillan Company, 1926), p. 156.

² McGeoch in Robinson and Robinson, *Readings in General Psychology* (2nd ed., University of Chicago Press, 1929), p. 389.

³ E. Meumann, *The Psychology of Learning* (D. Appleton and Company, 1913), p. 74.

⁴ *Ibid.*, p. 115.

⁵ *Ibid.*, p. 64.

⁶ Daniel Starch, *Educational Psychology* (The Macmillan Company, 1927), p. 53.

⁷ Meumann, *op. cit.*, p. 176.

⁸ Pillsbury, *op. cit.*, p. 156.

tend to. When students study without serious intention and volition the result, likewise, is nil.

Will cannot function in a vacuum; it cannot function without an aim. An aim definite in all its aspects must be present so that intention and volition may become active. A clear-cut statement of aim is, therefore, the first logical and basic step in any course. "In general . . . we may formulate the rule that the consciousness of the task should correspond as closely as possible with the nature of the achievement which we shall subsequently demand."⁹ The task as a whole and its specific aim must be clearly understood. It is a matter of everyday observation that we progress more easily and rapidly when we make the daily task the constituent part of a larger task than when we set about it as an independent unit. "Our awareness of the fact that the task is larger leads us unconsciously and involuntarily to a keener and more effective concentration of our energies."¹⁰ When, on the other hand, the student "does not know what he is aiming to accomplish . . . he usually resorts to the relatively easy method of satisfying the demands made upon him by learning verbatim the demonstrations given in the book or the demonstration which he hears given in the class recitation."¹¹ In both cases he might as well learn nonsense material, committing the same monstrosity as adults sometimes commit when they quote well sounding catchwords without attention to meanings.

Nor does the student alone profit from a clearly defined aim of the course; the instructor is benefited as well. To begin with, his statement forces him to be absolutely clear in his own mind as to the desired result of his efforts. As a consequence, he is compelled to evaluate each phase of the course and even each exercise in reference to its logical and psychological significance in the organization of the material. He will be anxious to avoid overemphasis on certain phases in courses of longer duration, and to emphasize energetically the ability aimed at in a brief course. He will also tend to be more systematic in planning his work and more cautious in choosing the means which constitute his method. His daily assignments will not be given hastily after the bell rings, but dictated

⁹ Meumann, *op. cit.*, p. 288.

¹⁰ Meumann, *op. cit.*, p. 277.

¹¹ Charles Hubbard Judd, *Psychology of Secondary Education* (Ginn and Co., 1927), p. 148.

with the detailed directions so desirable or even necessary for students young and old. An assignment will no longer appear to the student as an arbitrary requirement given at random; it will be seen clearly as a necessary small task within the larger task of the quarter, semester, or year. The student thus becomes conscious of the close relationship of every daily lesson to the course as a whole. He knows what is expected of him each day and on the day of the final examination. He realizes that he is not to learn lessons to be known on the following day but that he is to gain a definite amount of skill or power. In short, fatal aimlessness on the part of instructor and student is avoided and each lesson and each assignment becomes a wise and well-measured step toward a definite aim.

Volition in learning and knowledge of the task to be accomplished become doubly significant if we can measure our strong points and our weaknesses, i.e., the rate of our progress. "Arps shows that in one of his experiments work with knowledge of records was eighteen per cent better than without knowledge."¹² Students who are subjected to monthly tests revealing clearly the rate of their progress are known to advance in some subjects twice as fast as when no tests are given.¹³ According to my own experience classes which are tested regularly after every third lesson, or after an amount of work which seems to constitute a convenient unit for testing, invariably make far more rapid progress than those not tested, but only examined at the end of the course. The great effectiveness of regularly administered tests is easily explained. The student knows his weaknesses and tries to overcome them by repeated, systematic reviews. He is conscious of his comparative standing in class, and his competitive spirit is aroused. If he has done badly on a certain phase of work as proved by a test he usually assures his teacher after a week or two that now he is able to do far better. A class that has performed poorly in a test on a difficult problem is likely to remind the instructor eagerly of a previous promise to give the same or a similar test over again or the advisability of doing so. "The knowledge of one's actual ability and of the actual amount of gain serves as an exceedingly powerful spur

¹² William Henry Pyle, *The Psychology of Learning* (Baltimore, Warwick and York, Inc., 1921), p. 61 ff.

¹³ Starch, *op. cit.*, p. 178 ff.

for the learner to surpass his previous performances."¹⁴ The test is actually a strong incentive to the will to improve; it prevents will from being an empty volition; it measures the effects of will by fixed standards; it places will and all its concomitant powers under the control of the aim of the course. In other words, "practice makes perfect is only a half-truth. Only practice with zeal and effort is likely to bring improvement."¹⁵

The test is comparatively rare in the actual practice of teaching language. It is considered a squanderer of time, while it really is the greatest economiser. When given in mimeographed or printed form it is most convenient. Any experienced teacher with patience and time can prepare tests on any text he may be using.¹⁶ A brief test, or a section or part of a larger one, is usually done in four to eight minutes by the fastest student, in twelve to twenty-four minutes by the slowest. The tests are then exchanged and corrected in class, the instructor commenting on the difficulty of each point. The student knows what he must review, and the instructor what he must reteach. A test involving twenty-five points can be written and corrected in class within approximately twenty minutes. The tests referred to below were to my knowledge the first ones to appear in printed form for the use of students of German; the underlying idea, however, as well as the practical use of similar tests are probably as old as Methuselah.

"The point to which the will is directly applied, is always an idea,"¹⁷ in the present case, the idea of a definite linguistic ability which is our aim. Without a clear idea of our aim, intention and volition cannot exert their highly beneficial influence upon learning; and without an exact knowledge of our progress, our weak and strong points, the will to improve and conquer can hardly be aroused. Or, in more concrete terms, no one is likely to start out for a goal which he does not know; and no sinner is likely to reform unless he is cognizant of his sins.

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¹⁴ Starch, *op. cit.*, p. 181.

¹⁵ Starch, *op. cit.*, p. 172.

¹⁶ See, for instance, the tests based on "Modern German Grammar" and various reading and vocabulary tests published by the University of Chicago Press.

¹⁷ William James, *Psychology* (Henry Holt and Co., 1915), p. 455.

A STUDENT TALKS TO THE TEACHERS ON METHODS OF TEACHING ELEMENTARY CLASSES IN FOREIGN LANGUAGES IN COLLEGES

(*Author's Summary.*—The author regrets the feverish haste with which elementary students are hurried through the early stages of foreign language studies; and he suggests that teachers return to the old ideals of scholarly thoroughness, and direct all their efforts to assist their students to acquire a sound knowledge of fundamentals.)

I HAVE never taught a language class in my life. Yet I have experience with languages spread over many years—experience, however, of learning them, not teaching them. My point of view, then, is that of a student who has perhaps average ability so far as learning languages is concerned, and whose interest in studying them is solely to acquire an instrument by which he may have access to the treasures of French, German, Latin, Greek, Spanish, and Italian literatures.

From my store of experience, therefore, I am going to criticize the methods of teaching languages in colleges, and to suggest a method that, I think, will be better. It will immediately occur to some of my readers that such an action is presumptuous; that only experts should venture to criticize and advise. But it is with the work of just these experts that I am dissatisfied. Moreover, teachers are not in possession of as much esoteric knowledge as might be supposed; and language teaching, as other teaching, is still highly experimental.

Now, what is the aim of language teaching? That is my first point. I ask teachers to have a single aim; very simply stated, it is to help students to acquire a language as easily as possible. That is to say, a French teacher will help his students to learn that *Je sais* means *I know*; a German, that *Ich bin* means *I am*; an Italian, that *vendo* means *I sell*; and so on. That seems very clear and very simple; and surely it is well understood. But what worlds away some teachers go. In their recitation periods you will hear discussions on philosophy, cookery, archaeology, architecture, in fact on any subject within the range of human knowledge. Understand, I am speaking of elementary courses. Sometimes the extraneous material is introduced with the idea of making the recitation more inter-

esting. That is a generous idea, but a mistaken one. The practice withdraws attention from the one thing of paramount importance at the moment—the language—much to the relief of the lazy or ill-prepared student, but to the benefit of no one. True, students get tired, and need relief, but such relief should be given by a change of occupation within the lesson rather than by an opportunity to idle. That is to say, the recitation should be varied; in what manner it is to be varied I shall suggest later.

But most instructors introduce these extra subjects, not for the purpose of relief, but for a reason much more vicious; more vicious because it shows their disregard of the one reason for their existence as teachers. They cannot bear to be mere teachers of language; they must be exponents of literature.¹ And so more and more the language courses tend to become part language, part literature, an ineffectual hybrid that allows the student to leave at the end of the year with credits—and nothing else.

Why will language teachers forget that language is an instrument, and that to enjoy the use of an instrument one must wait until one can use it properly? Of what use to speak of the startling beauty of *Die Harzreise* to students to whom a hundred words of Heine mean a hundred visits to the vocabulary; of what use to speak of the crystal clear prose of Voltaire to students who cannot understand ten consecutive words of that same clear prose; of what use to speak of the beautiful simplicity of Homer to those who are still in doubt as to where Ξ comes in the alphabet? Let the instructor leave his erudition behind him, and remember to keep strictly to business—to teach the students to handle the instrument.

The instructor must overcome many temptations before he arrives at this desired goal. If he is enthusiastic, he will feel the lure of philology, and he will seek early to introduce its problems to his students. And has philology no place in the study of a language? In the teaching of an elementary student, no place at all. Philology is a highly specialized science; it is a science for people who know languages, not for those who are learning them. What service do you do me by pointing out the relation of *licgan* to *liegen* when it is as much as I can do to remember the difference between *liegen* and *legen*? Come back to me in three or four years when I shall know

¹ See the article by Professor Linquiens in *The Yale Review*, October, 1926.

German thoroughly, and I shall be able to follow you with intelligence, and, perhaps, with interest.

There is yet a more subtle temptation. How often I have heard instructors say that one purpose in learning a foreign language is to assist one to know and use well one's own language. Nothing could be more false. The object of learning a foreign language is to learn that language, and nothing else. One result of learning a foreign language is probably increased ability to handle one's own language; we may admit that. But do not substitute a result for the object. In your recitations you should insist on correct English, but to no greater extent than should the mathematics instructor, or the instructor in modern drainage systems, or in fact any other instructor. I dwell on this point because in connection with the use of English, language instructors are apt to make a grotesque mistake. When I was doing *J'ai, tu as, il a* as a boy, I heard the injunction for the first time, "Boys, translate into good English." And when I arrived at College, I heard the very same injunction. There could be no greater error. Your job is not to train translators; your job is to see that the students understand what the author has written. And to understand the passage fully as the author wrote it, the student has to know what the words actually mean. No intuition, no hop, skip, and a jump will do; guessing will give him a start towards finding the meaning, and he may guess that much; but unless he knows the words, all of them, and appreciates their shades of meaning, he has not understood what the author said. Now, how do you know that he understands the words if he gives you a smooth, well-phrased translation? The language instructor may as well face the brutal fact that in such circumstances he is more likely to get Lang, Leaf, and Myers, Cary, Morris, or Lane-Cooper, as the case may be. But that point aside, the object of translation in recitation is to see that the students have understood how a foreign word is used by a foreign writer in a foreign work; it is not to see if the student can say in good English what the foreign author would have said had he been an English-speaking person writing in English. Thus, if in the interests of idiomatic English, you insist that *πρὸς δὲ βασιλέα πέμπων ἡξίου* be translated "He sent to the king and demanded," instead of "Sending to the king, he demanded," you do not make clear the position of the participle in a Greek sentence, and, in this case, *πέμπων* is apt to be

associated in the minds of some of the students, not with the participle, which it is, but with a past tense, which it is not. In the early stages, then, I should have translation in recitation periods done as literally as possible; of course, in later stages, as students become more familiar with the language, it would be safe to presume their acquaintance with the more common peculiarities of the foreign idiom.

Language instructors, we see, are not purveyors of universal information, and they are not instructors of literary style. Neither are they mental disciplinarians. Learning a language is a very worth-while occupation; but it is a painful one. And just as some educators think that "It doesn't matter what you learn so long as you don't want to learn it," so some language instructors think that if a thing is worth doing with some pain, it is worth doing with more pain. And if you reproach them with being too exigent in their requirements, or with not offering enough assistance to their students, they will reply, "It is such splendid mental discipline." Now, it appears to me at times that mental discipline is like happiness, more likely to be attained when it is not pursued. Be that as it may, I am certain that a language instructor who thinks of his subject as having for its object or any part of its object the discipline of the mind is as far off the right track as the one who thinks he should expound literature. I repeat that the one purpose of an elementary language course is to assist the student to acquire an instrument, and nothing else should be considered. I do not affirm that in the interests of mental discipline an instructor would deliberately make his course harder than it need be, but I do say that such an interest is alleged at times to excuse cumbrous, dull, or eccentric methods.

I now come to my second point: the need for improvement in methods. When I stated in the last paragraph that an instructor might be thought too exigent, I had in mind a certain factor in the present method of teaching languages. We all know the emphasis placed on assignments of passages for translation. It seems to be the belief that the longer the assignment the better teacher you are, and that a language course measures its progress by the number of lines of print in the language that it can "get through," to use the expressive and accurate term, in a year. And so instructors pile on the assignments, line upon line, here a lot and there a lot, until the

unfortunate student has half the spirit taken out of him at the sight of the seemingly endless task, and of course resorts to a trot. When the class meets in the morning, students are all prepared; that is to say they will be able to translate the prepared passage. They will be able to do so by remembering the sense of the passage, and by remembering key words here and there. But so far as real, loyal working out of the passage is concerned they might just as well never have opened the book. And so far as real, permanent value is concerned, they might just as well never have opened the book. If instructors doubt that, let them give unexpectedly to their classes a passage to read in class that had been prepared a week ago, and see what they make of it. My experience has taught me that they will greet the passage with not much more recognition than they would have done an absolutely unseen passage. If you ask one such instructor, and they seem all alike in this respect, the reason for giving such long assignments, he will say that if he gave shorter ones the students would skimp the preparation, and not give the lesson the attention it deserved. That statement is a confession of incompetence. An instructor can give plenty of thought-provoking, time-consuming work, without giving unwieldy passages of translation.

To me, the great objection to long passages of translation is that they actively discourage the study of the language. There is the whole wealth of the world's literature before our students; they are eager to have access to it, but the barrier of language is between them and the prize; and as they are making their way up the slippery glacia you do your best to push them back by rolling down upon them your bulkiest vocabularies. For this is what language study comes to in some places; hours and hours of turning the pages of a vocabulary. I well remember my first acquaintance with Heine; I was captivated by the first few sentences that I was able to understand; but the captivation soon turned to utter boredom, as hour by hour I brooded over a vocabulary. I had to find out the meanings of so many words that I had no time for beauty; I had to translate so much that I had no opportunity to admire the exquisite harmony of phrase. And so for me Heine was a dreary waste of profitless effort. And I, mind you, am a person to whom beauty in literature is everything; what must the reaction have been of those persons for whom such beauty is little or nothing? Yet the student

might be willing to forego mere appreciation of the literary qualities of the passages given him to translate, if only he could feel that he was adding materially to his technical knowledge. But even that comfort is denied him. He has so much to do, so much to scramble through, that he has no time for essential observation of such matters as sentence construction, idiom, exceptions to rule, and so on. He knows that much is escaping him, and yet he is bound to let it go by. I wish instructors would understand these things, and realize that, after a reasonable minimum, the longer the passage to translate the slower the rate of progress.

There is a sort of reasoning behind the lavish use of translation, reasoning as wrong as the practice to which it gives rise. It is that the more you read, the more words you will acquire, and then the easier you will read. That is fallacious reasoning unless it be modified. Given a background of study of the language, it is true. Take a third-year student of French, for example and give him the novels of Dumas to read, and he will do wonderfully. Dumas is just the author for the purpose; his matter is always interesting; his diction is simple, and much of it repetition of common words. With two years or more of grammar and drill behind him, a student will quickly acquire a large vocabulary by much reading. But that does not apply to first, or even to second year students. They have not sufficient background of grammar and common words, and if, with their slender hold on the language, you try to force the pace, their progress will be fictitious, and their knowledge of the language but a slender half-knowledge, a sham and shoddy affair indeed.

From my frequent mention of grammar some readers will assume that I am reactionary enough to favor more attention being given to grammar and grammatical exercises. I am. I believe that for the first year and a half or two years, according to the difficulty of the language, the student should be given little else than drills and exercises on grammar. This does not sound very exciting for the student, but I am persuaded that it would prove actually more interesting than the present harum-scarum rush through reading books. For he has something concrete to deal with; to measure his progress by. He learns this rule and then that rule, and beginning with a simple verb and noun he gradually builds up an ability to translate a whole sentence. Of course, most systems of teaching, you will say, start in that way. To be sure; but they leave that way

too soon; they rush through it too quickly. They do not do enough exercises on each rule; they do not make sure that one rule is learned before hastening on to another. Nor is there sufficient review. The progress through a grammar book should not be straight forward; it should be in a series of lines curving back on themselves and starting forward again; *reculer pour mieux sauter*, so to speak. Some grammars adopt this plan in the arrangement of their lessons. I should like to see its use extended to make, say, every fourth lesson a review lesson.

I wish that I had space to consider the choice and arrangement of exercises in language textbooks, but I must press on with my immediate task, and come to my next astonishing proposal. I suggest that in the elementary stages of language teaching, systematic parsing and analysis should be introduced. There is no better way of ensuring that students give careful thought to syntax and accidence. The practice should be begun in the very early stages with short simple sentences, and after that, every lesson should contain one exercise in parsing, either a complete sentence or a number of words taken from the grammar exercises. In the early stages, the student may find it simple to parse and analyze, for example, *La fanciulla è bella*, but nevertheless the exercise will be useful; he will write down each word, his attention will be drawn to genders, and he cannot miss the significance of the fact that *bella* ends in an *a* and not an *o*. Let him take this sentence, *Man legte ihr das Buch in den Schoss*, and pay the same deliberate attention to each word, and he is reminded of a number of facts; the genders of nouns, the reason for the case of *ihr*, and the reason for *in den* instead of *im*.

I am quite aware that my suggestion that instructors direct students' attention to syntax and accidence is hardly novel; but I am not aware that such attention is directed as systematically as I desire. By systematically, I mean with unfailing regularity and in an orderly fashion. I go so far in my enthusiasm for order as to say that students should use printed parsing and analysis forms. Then they would consider the problems of parsing all in the same order, and instead of one saying, for example, that *Je* is "Personal pronoun, masculine or feminine gender, first person, singular," and another that it is "Pronoun, personal, first person, masculine or feminine gender, singular," all would reply according to the order

on the form. Particularly valuable would this feature be in the case of Greek with its somewhat complicated accidence. The saving of time in correcting of papers by the instructor, or by the students in class, is too apparent to need discussion. Parenthetically, I may say that the saving of time to students by such method as giving them printed forms to use instead of making them rule their own is a point worth noting by all instructors, whether of languages or of other subjects. Too often students must spend ten or fifteen minutes copying from a blackboard material that should have been given them on neostyled or printed sheets. This may all appear too horribly efficient; to those who think so, may I make the mild suggestion that the cultural value of an institution of learning does not necessarily increase with the squeak of its machinery?

For the first year, the recitation hour will be well filled by discussion of the parsing exercise and the grammar exercises, and by the instructor's comments on the next assignment. This last point is one that should be noted. It is a mistake to suppose that it is profitable for a student to struggle unaided with a new rule as set forth in his textbook. There are few grammars at present that state rules so clearly that no comment is necessary by the instructor; that comment should be given before the student attacks the assignment. True, surmounting a difficulty is profitable to the mind, but that difficulty should be met not in the statement of a rule but in its application. In any case, you will remember that your task is to teach a language, not to train a mind.

Some instructors will insist at the beginning of the second year on introducing some literature into the course. They may as well understand that if they do so with the intention of providing something interesting they are sadly out of touch with the elementary student. For such students, stories have little interest; how could it be otherwise, when they read the story page by page painfully and slowly? I once gave to a boy who was taking elementary French, second or perhaps third year, a book of heroic exploits by airmen of the French army. He was fascinated by the subject, keenly interested in the stories I read, and translated, for him, and enthralled by the pictures. But when he came to use the book in translation exercise, his enthusiasm dwindled to nothing. He found, as we all find, that in such circumstances the most thrilling romance becomes as boring as the much scorned "I see the white cat of my grandmother's aunt."

But if, for some other reason, the instructor must introduce literature into his course, let him eschew beautiful poetry. Oh, yes, I know that he will say that he wishes to introduce his students to the best literature in the language, that they may appreciate the possibilities of the language, realize its glory, and so on, and so on. I repeat that the elementary student does not know enough to appreciate these things. Such appreciation comes to a person who reads the works, not studies them from the point of view of a language student. Such appreciation is the goal of language study, not the accompaniment. To me, one of the most exquisite passages in all literature is the parting of Hector and Andromache. I have translated every word of that scene from Greek to English; but does my feeling for the passage arise from my acquaintance with the Greek text? It certainly does not; it arises from my reading of the excellent rendering of Lang, Leaf, and Myers. Again, does this line,

In la sua volontade è nostra pace.

convey the same feeling to us as,

In His will is our peace.

It may do so; it may do so, but only when we have used Italian long enough for *pace* to mean the same to us as *peace*. And that blessed moment has not arrived for a second-year student.

Despite all that can be said, however, the instructor's courage may fail him toward the end of the second year, and he will feel that he is not fulfilling his destiny unless he introduces a classic, say, Dante or Homer. In that case, let him supplement the grammar exercises with short assignments in the poem. The first four lines could be used for the parsing exercise; absolute accuracy could be required in the translation of the first ten lines; and the rest of the assignment could be a reading assignment to be done with the aid of a translation. I am quite clear on this last point, and I wish instructors would see the desirability of bringing the translations, the trots, into the open. They have been used in the past, they are used in the present, and it is sheer foolishness to suppose that they will not continue to be used. Let us admit their place in the scheme, and at least ensure that they be good ones.

Lastly, do not be exigent concerning the students' pronunciation and reading. If you must include a beautiful poem in your course, spare it the mangling it must receive from neophytes read-

ing *à haute voix*. I have always been averse to such treatment of literature, but I believe I received my worst shock in a German class. For the first time I realized the potentiality for beauty in spoken German when I heard an instructor, a German, read with feeling *Erkönig . . . das Kind war tot*. The spell lingered after he ceased reading. But unfortunately the class had to read *Erkönig* too. And then there was no spell. There must be, of course, sufficient reading aloud to permit the students to pronounce words with intelligible accent. For that purpose let them read their grammar exercises.

Above all do not attempt to drill your students in the mysteries of prosody. Prosody is an interesting study for people who know a language well enough to understand a sophisticated use of it. I was never more amused, and amazed, than when a boy told me that he had been studying Greek for several weeks and was now engaged with prosody. There he was wrestling with dactyls and spondees, in that state of Greek culture when η looks like *n*, and ν is hailed as an old friend, a *v*.

And so I close this article, which is in the main a protest against the modern practice of teaching languages, inspired as that practice is with the pernicious spirit of urgency, with the desire to show quick results, and productive of little but half-knowledge and sham progress. To language instructors I would offer the old advice, *festina lente*.

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TALKING A LANGUAGE INTO CHILDREN VER- SUS GIVING THEM AN EASY AND PLEAS- ANT BOOK TO READ

(*Author's Summary.*—John Locke suggested two ways of learning a foreign language: preferably through speaking, or else through reading with the help of a translation. Modern developments are foreshadowed in his statements and in methods practiced or advocated by some of his predecessors and followers.)

WE ARE in the midst of a controversy between "oralists" and "readers."¹ Experiment has thus far failed to settle the issue conclusively, to everybody's satisfaction. The reasons for this are readily pointed out: It is difficult to devise "pure" methods, and success of instruction depends to a large extent upon factors that escape definite measurement, such as the teacher's personality, his training, his predilections as to teaching devices, and the attitude of the students. Moreover, *les extrêmes se touchent*, and there is much that, admittedly or not, the various methods have in common.²

If we admit with the psychologists³ that the vernacular word or phrase is as readily and, in the beginning at least, unavoidably linked with the foreign expression as an object, image, idea, or

¹ I borrow the terms from an article by Professor J. B. Tharp, *M.L.J.* xv, 10. To his bibliography may be added, from *M.L.J.* only, the articles by W. T. Couch, xiv, 20, A. Coleman, xv, 101, C. F. Sparkman, xv, 163, Helen M. Eddy, xv, 176, H. R. Steinbach, xv, 401, C. C. Gullette, xv, 405, M. West, xv, 481, Laura B. Johnson, xv, 490, H. C. Olinger, xv, 501, Eunice R. Goddard and Louise C. Seibert, xv, 591. For the strongest recent statement of the oralist viewpoint cf. Louis J. A. Mercier, *French Review* iv, 363.

² It may be pointed out that the "activities" recommended by Professor Coleman in his *Report*, 271 are not far removed from the familiar "direct method" exercises (many of which had been thought of long before our times). Cf. article by Professor Olinger. Even the most popular, if least tenable tenet of the *direct methodists*, the systematic avoidance of the intrusion of the mother tongue, has its counterpart in the *readers'* endeavor "deliberately to understand completely sentences and longer passages without translation into English" (*Report*, 271-272). Due allowance must, of course, be made for the difference in emphasis, and for the willingness of the *readers* (and of some *oralists*) to take advantage of the pupil's native stock of vocabulary and idiom to speed up the acquisition of such cognate languages as Latin, French, Spanish, and German.

³ C. H. Judd, in *Psychology of Secondary Education*, Ginn & Co. (1927), 189, 241-51, summarizing previous opinion and experiment, brings out the complexity of reactions that underlie concepts, the importance of vernacular words and speech habits for comprehension, and the often negligible rôle played by images.

thought unit, then not only "eclectic" methods, but even "reading" methods that systematically use oral or printed translation may appear as not beyond the pale, and as commendable contributions toward the improvement of language teaching in the past, and possibly also in the future. The theories expressed in the past by the advocates of such methods have a strangely familiar sound. And yet the practice derived from such theories seems to us to contain surprising errors. This may caution us not to pride ourselves too readily on our own achievements. It may be well, as Mr. Couch suggests, that "language teachers should learn more about the history of their profession."⁴

Both the 'oral' and the 'reading' approach to foreign languages met favor in former times, often dividing opinion, but sometimes recommended in turn by the same person. The classic and, on the whole, perhaps most influential formulation of both methods is found in John Locke's *Some Thoughts Concerning Education*.⁵ The *direct methodists* will find comfort in the fact that Locke gives preference to teaching a language "by talking it into children in constant conversation."⁶ (162). The alternative way, suggested not for French, but for Latin only, "if a man cannot be got, who speaks good Latin," is by reading "some easy and pleasant book such as Aesop's fables" (which the child is supposed to have read already in English) with "the English translation (made as literal as can be) in one line, and the Latin words, which answer each of them, just over it in another." (167). This calls apparently for a sort of *writing down*, in the form of definite changes in the Latin word order to suit the vernacular.⁷ To facilitate this "more imperfect way" of learning the language, a minimum of grammar is to be learned, "the formation of the verbs first, and afterwards the declension of the nouns and pronouns. . . . More than this of grammar I think he need not have until he can read himself 'Sanctii Minerva,' with Scoppius and Perizonius' notes" (a bulky volume for advanced students).⁸

⁴ *M.L.J.* xiv, 20.

⁵ I am quoting from vol. 9 of *Works of John Locke*, 11. ed., London, 1812, 8°, 10 vols. The numbers refer to paragraphs.

⁶ The *readers* will have their turn later on in the article.

⁷ An example of practical application of this system to German and French will be found below.

⁸ Locke makes clear, however, that for the gentleman the knowledge of the

(168) "When, by this way of interlining Latin and English one with another, he has got a moderate knowledge of the Latin tongue, he may then be advanced to the reading of other easy Latin books, such as Justin or Eutropius, and to make the reading and understanding of it the less tedious and difficult to him, let him help himself, if he please, with the English translation. . . . (184) And thus by a gradual progress from the plainest and easiest historians, he may at last come to read the most difficult and sublime of the Latin authors, such as are Tully, Virgil, and Horace. . . .

(169) For the exercise of his writing, let him sometimes translate Latin into English: but the learning of Latin being nothing but the learning of words, a very unpleasant business both to young and old, join as much other real knowledge with it as you can, beginning still with that which lies most obvious to the senses; such as is the knowledge of minerals, plants, and animals, and particularly timber and fruit-trees, their parts and ways of propagation, wherein a great deal may be taught the child, which will not be useless to the man: but more especially geography, astronomy, and anatomy."

Locke objects to the writing of Latin themes and to the making of verse, and condemns the customary wholesale memorizing of Latin authors. He holds that memory is a natural gift and cannot be improved by exercise. (171-76).

The plan of "talking a foreign language into children" is, of course, as old as human civilization. The children of the Roman nobility learned Greek that way. In the Middle Ages the plan was resorted to quite commonly when it came to the learning of French.⁹ This custom has continued to present times. The foreign nurse or governess is a fixture in well-to-do families in Europe. Locke merely suggested adopting for Latin the way regularly followed for French.

It is unlikely that such a plan was used for Latin before the Italian humanists began to make the speaking of elegant Latin the fashion among the ruling classes and the princes of Europe. But even among the pedagogical writers of the fifteenth century the mention of imitations of a "natural" method of acquiring Latin

grammar of his own language is sufficient, and that only scholars need to study carefully the grammar of the dead languages.

⁹ Adenet le Roi (Thirteenth century) tells us in *Berte aus grans pies* that members of the German nobility "avoient autour aus Gent françois tous dis, Pour aprendre françois Lor filles et lor fis." Wilhelm Viëtor (*Die Methodik des neusprachlichen Unterrichts*, Leipzig, 1902, 2, 3) refers to this as a natural and direct, if not a "Reform" method. "Binnenfranzösisch nach der Papageienmethode." (Nurse maid French after the parrot method).

through mere conversation are rare.¹⁰ The classic example of this plan in the sixteenth century is the early education of Michel de Montaigne, which was entrusted to a German physician and two assistants, all of whom spoke nothing but Latin to the child.¹¹ When about 1536, Michel's father followed the advice of some humanist friends to undertake his son's education along such "natural" lines, the writings of Erasmus of Rotterdam were in the hands of all scholars. The idea may well have been inspired by Erasmus' suggestions¹², which coincided curiously with the means adopted by the older Montaigne. Similar views were held by other scholars, such as Thomas More,¹³ Sir Thomas Elyot,¹⁴ the Estiennes,¹⁵ or have been

¹⁰ Such a plan was possibly envisaged by Lionardo Bruni (d. 1443) in his *De studiis et litteris tractatulus*. He recommended that the elements be learned "as in a dream," in an unconscious way. (K. A. Schmid, *Geschichte der Erziehung*, Stuttgart, Cotta, 1884-1902, II, 25.)

¹¹ Montaigne, *Essays* I, No. 25, "De l'institution des enfants."

¹² Among the writings of Erasmus the *Declamatio de pueris ad virtutem ac literas liberaliter instituendis idque protinus a natiuitate* (1529) contains the most detailed suggestions as to how Latin and Greek are to be taught directly. (Erasmus, *Opera omnia*, Leyden, 1703-6, 10 vols. Vol. VI, 485. Translated in W. H. Woodard, *Erasmus*, Cambridge, 1904, p. 179.) Erasmus is struck by the speed with which a German child learns French without apparent effort through intercourse alone, and thinks Latin and Greek could be learned even faster than "that barbarian and irregular language that is written otherwise than sounded, and which has shrieks and almost unhuman sounds all of its own." The example of the ancients is given, who surrounded their children with educated attendants to teach them pure speech. The works of the poets will please children, such as the apologues of Aesop; these, Homer, the bucolics, and the comedies, all contain moral lessons. Philosophy is thus learned in play. Along with this the words for all objects can be learned, and finally clever sententious sayings and apophthegms of famous men, which constituted the body of popular philosophy. Pictures can be used to make a fable more impressive. A detailed description is given of such an object lesson based on a drawing of the fight between an elephant and a dragon. The modern direct method advocate will disagree with Erasmus as to the advisability of giving both the Latin and Greek names for the objects contained in the picture and of adding the genitive to the nominative in formalistic and, no doubt, traditional fashion. The recommendation that only what pleases and interests the children be presented to them is more in keeping with modern pedagogy. After facility in speech is obtained, reading and writing and the study of grammar are started, without pedantry.

¹³ W. H. Woodward, *Studies in Education during the Renaissance*, Cambridge, 1906, p. 281.

¹⁴ *The Boke named The Gouvernour* . . . from the first edition of 1531, by H. H. S. Croft, London, 1883, 2 vols.; vol. I, pp. 33, 54, 56.

¹⁵ The Latin speaking family in Mathurin Cordier's *Colloquies* may have been inspired by the Estienne home.

ascribed to them. The writers of this group oppose the public instruction of their day as inadequate and favor private instruction in some form.

The direct method of teaching Latin was worked out in a practical way by an interesting Dutch scholar, Nicholas Cleynaerts (Clenardus, 1495-1543), not only for private tutoring, but also in the classroom.¹⁶

In 1535 he writes about his teaching Latin to a boy who had been sent to Clenardus' host to learn to write his own Portuguese vernacular. Clenardus, who knew no Portuguese, wrote down greetings and other conversational phrases in Latin and taught the boy to read and write them. The boy continued to come for an hour a day, and could soon follow the Latin conversation at table and take part in it. Clenardus advises not to start grammar until the language is learned by use. It does not matter if a small boy does not speak quite correctly. Start with eight years of age. By the time the tenth year is reached, the boy will correct himself. Avoid long sentences. At the sixth or seventh word the phrase ought to stop. Let all be written down in dialogue form.

In 1536 Clenardus bought three negro slaves, of fifteen, twelve, and nine years of age respectively. He taught them Latin, this time starting with the inflections of the noun. In the following year Clenardus was in Braga, where he undertook to teach school to beginners, in public, without recompense. He had a large attendance of people of all kinds and ages, five-year-old boys, priests, negro slaves, and even noblemen. Parents came with their children. He spoke only Latin; in a few months all understood him and the smallest children, who hardly knew their letters, began to speak Latin, if somewhat brokenly. His method was playful. His three slaves had by that time become sufficiently expert in grammar, understood all that he said, and answered in Latin, with, however,

¹⁶ From 1533 to 1537 Clenardus lived at the Portuguese court as tutor of John III's nephew, Henry. For his biography cf. Foster Watson's article in *Classical Review* xxix, 65, 97, 129, and a briefer statement in Watson's *Encyclopedia and Dictionary of Education*, p. 350. The writer describes Clenardus' classroom methods in detail from a letter; part of this letter is reprinted in D. G. Morhof, *Polyhistor*, 4th ed. Lübeck, 1747, vol. 1, p. 454. The following account of his methods as a tutor, and of his theories, is taken from *Nicolai Clenardi Peregrinationum, ac de rebus machometicis epistolae elegantissimae . . .*, Louvain, 1551 (Kviiib- Lia), a collection of letters to northern friends concerning his experiences in Portugal and Africa.

occasional slips. They carried on dialogues before his audience, which was very attentive. The slaves were made to jump, crawl, and run. More words were taught through gesture. Clenardus took great pains to provide sufficient repetition of the same words. Nothing was written at first, all eyes were turned on the teacher and the ears were made familiar with the Latin sounds. When once a short sentence was understood, it was repeated by the students, while the teacher did only the gesture, such as rubbing his hands. There was no prepared lesson, but whatever happened to offer itself was made the subject of talk. A boy had a large nose: smilingly the teacher explained the uses of the nose and had the biggest of the slaves, Dento, blow his nose (*mungebat nares*). Then the verb was used in connection with a candle (*munge candelam*—trim the wick of the candle); the candle was snuffed by mistake, and the boy told to light it again. The materials of which candles are made were discussed, and their origin and uses. In this way three hours were spent in a delightful fashion each day.

After the pupils had become more familiar with the Latin language, grammar was taught: the declensions were hung on the wall, and learned through drill, before the forms were analyzed, and the names of the tenses mentioned. Conversation alternated with grammar drill, rules were illustrated by quotations from authors. Lively colloquies were learned.

In the seventeenth century also Latin was taught by speaking only, in isolated cases. The very fact that they are featured as interesting news shows that they were uncommon.¹⁷ In the eighteenth century the authority of Locke was invoked in several instances by advocates of oral methods of teaching Latin. The most influential were J. M. Gesner,¹⁸ and J. B. Basedow.¹⁸ In the nineteenth cen-

¹⁷ Morhof (*Polyhistor* I, 421-424) mentions several cases. Nicole, in his *Traité de l'éducation d'un prince*, 1671 (quoted by I. Carré, *Les pédagogues de Port Royal*, Paris, 1887, p. 195) refers to a group of men who were teaching Latin to children by usage. P. A. Floquet (*Bossuet précepteur du Dauphin*, Paris, 1864, pp. 126-27) reports the case of two young gentlemen who, when ten years old, were attached to the Dauphin by Bossuet, because of their fluent command of Latin.

¹⁸ Johann Matthias Gesner (1671-1761) borrowed from Morhof such devices as Clenardus' candle; he suggests that the future, present, and past tenses of the verb be taught in connection with such action. To him this seems a desirable "deceit by which to beguile youth in a salutary way, so that they may not notice the effort in learning, and yet may be able to rejoice at having learned something." (Cf. Paulsen, *F., Geschichte des gelehrten Unterrichts*, 2. ed., Leipzig, 1896-97, vol. I, pp. 15-28.)

tury Pestalozzi attempted to organize classes in which foreign languages, including Latin, were taught by "natural" means, following Basedow's example. Pestalozzi in turn inspired Gottlieb Heness, promoter of the natural method in the United States. More recent developments leading to the adoption of direct oral teaching devices in principle oftener than in practice, are so visibly prompted by post-Pestalozzian pedagogical experiment and theory, that Locke's contribution fades into the general background of the dim past, from which his spirited re-statement of earlier views and his forecast of later opinion stands out brightly only as we retrace the steps of history.

The second way recommended by Locke, that of using interlinear translations to facilitate the reading and understanding of a foreign text, was likewise used again and again since the Middle Ages in some form or other. Such compilations as Aelfric's *Colloquy*, Alexander Neckham's treatise *De utensilibus* or John Garland's *Dictionarius*¹⁹ have come down to us in manuscripts provided with interlinear translations which resemble very much the interlinear texts of later times. These books were vocabularies with a running text of the type made popular later by Comenius. Contrary to Locke's plan, they were not meant merely to be read, but to be memorized.

Medieval textbooks for the study of French also were sometimes provided with interlinear translation. The most noteworthy is *Le treytyz que Mounsire Gauter de Biblesworthe fist a Madame Dyonisie de Monchensy pur aprise de langage*, of the early fourteenth century.²⁰ Imitations of this vocabulary are found, such as a

J. B. Basedow, of Philanthropine fame, taught Latin by speaking, on the authority of Locke and of Gesner (Cf. Schmid, *Geschichte der Erziehung*, III¹, 253-5). In 1785 he proposed to open a school for adults who had not enjoyed the advantage of a grammar school education, and to teach to them Latin by the object method (*Lehrform der Latinität durch Sachkenntnis*, Hamburg, 1785). The aim is to "teach to think in Latin without translating." "Hearing, reading, speaking, writing, in brief the method of the French governesses, not the grammatical artifices of a so-called learned language master, must be the beginning and the vehicle for practice." Facility must be acquired before grammar is studied; correctness at the lower stage should not be insisted upon.

¹⁹ Published in T. Wright, *A Volume of Vocabularies*, London, 1857. Aelfric's *Colloquy* is translated in part in E. P. Cubberley's *Readings in the History of Education*, Boston, 1920.

²⁰ Published by T. Wright, *op. cit.*, 142-174. Kathleen Lambley, *The Teaching*

Nominale sive verbale in gallicis cum expositione ejusdem in anglicis, and a book beginning: "Liber iste vocatur *Femina*, quia sicut femina docet infantem loqui maternam (linguam) sic docet iste liber juvenes rhetorice loqui gallicam."

The earliest printed dialogue books have regularly the French text and a translation in parallel columns, such as Caxton's *Book for Travelers*, of 1483. Also French textbooks of the sixteenth century regularly show a translation on the opposite page, or in a parallel column, or even between the lines, as suggested by Locke. To the latter interlinear type belongs *An Introductory for to Learne to Rede, to Pronounce, and to Speke French Trewly*, by Giles Dewes, or Du Guez, 1534.²¹ The foreign language textbooks of the time were meant to be memorized, and the translation merely served as a first step toward that end. It also increased the sale of the books by appealing to autodidacts. Such books as N. G. De la Mothe's *French Alphabet*²² were meant to take the place of a teacher. The

and *Cultivation of the French Language in England during Tudor and Stuart Times*, Manchester 1920, pp. 12-30 describes this and similar manuals. Bibbesworth's book is a versified course of language, teaching the child "as the mother would" the parts of the body, clothing, food, observation of nature, husbandry, the building of a house, domestic arrangements, and finishing with an old English feast with a boar. There are some incidental grammatical hints, homonyms are distinguished, gender is indicated.

²¹ Published with J. Palsgrave's *Eclaircissement* by F. Génin, Paris, 1852. This is a small quarto of 102 leaves. The first part contains seven inadequate rules of pronunciation, a vocabulary of a familiar sort, and a rudimentary treatment of the parts of speech. The second part contains dialogues and letters with an interlinear English gloss. Dewes put great emphasis on practice, especially in the use of verbs, which he had conjugated in whole sentences, affirmatively, negatively, interrogatively, and in combination with pronouns. He made light of rules.

²² The *French Alphabet*, teaching in a very short Time, (by) a most easie way, to pronounce French naturally, to reade it perfectly, to write it truely, and to speake it accordingly. Together with The Treasure of the French Tounge, conteyning the rarest Sentenc(es), Prouerbes, Parables, Similies, Apothegm(s) and Golden Sayings, of the most excellent French Authours, as vvel Potes as Orators. The one diligently compiled, the other painfully gathered and set in order, after the alphabeticallyl maner, for the benefite of those that are desirous of the French Tounge. By G. D. L. M. N., London . . . 1592. The first part, dealing with pronunciation at great length, and with grammar very briefly, is written in form of a dialogue between pupil and teacher. The words are printed in italics and roman alternately, to facilitate identification of corresponding words in the two texts that face each other on opposite pages.

learner is, however, advised to seek intercourse with some Frenchman after a while. Printed translations are commonly found in modern language textbooks up to recent times. Also some very popular beginners' books for the study of the classics followed this plan.²³

The Latin authors were not, however, usually treated that way. Since the advent of humanism, when even the beginners were made to read Cicero, it had been the practice of the schools²⁴ to give a word-for-word translation first, then to transpose the original text so as to make it conform to the 'grammatical' or 'natural' order, that is to say, something resembling the order of the vernacular, and retransposition into the 'elegant' order of the ancient author. Rules derived from this exercise were applied to translation into Latin. The advent of classic texts with interlinear translation is directly ascribable to Locke's influence. Here some prominent French teachers and grammarians did pioneer work. The preference for this method in France may be explained by the fact, that by the seventeenth century the attempt of the schools to teach the speaking and writing of Latin were being attacked as futile.²⁵ In the eighteenth century the "philosophes" were anxious to make room in the school curricula for the study of science through

²³ E.g.: Nicolai Clenardi *Institutiones linguae graecae cum scoliis et praxi* P. Antesignani, Venetii, in aedibus Manutianis, 1570. The Praxis consists of prayers and passages from authors with interlinear Latin translation and notes referring to sections of the grammar, or giving outright explanations. One of the most widely used dialogue books, Mathurin Cordier's *Colloquia*, Geneva, 1564, had a French translation by the side of the Latin text. In the following century one of the Port Royal educators, Guyot, would have liked to teach both French and Latin with these colloquies, had he not objected to the poor quality of the French (F. Cadet, *Port Royal Education*, Syracuse, 1899, pp. 270-274). One of the most popular school books of all times, Comenius' *Janua*, had parallel Latin and vernacular text. Professor Eva M. Sanford ("Some Early Latin Teachers and Their Pupils," *School and Society* xxx, 388) discusses in detail the work of a Seventeenth century schoolmaster, Charles Hoole, who published a series of interlineated texts.

²⁴ This practice is mentioned or described in numerous instances. Melanchthon and his pupil Hieronymus Wolf in the sixteenth century, John Brinsley (*Ludus literarius*, 1612) in the seventeenth, Charles Rollin (*Traité des Etudes*, 1726-28) and C. C. Dumarsais in the eighteenth may be cited as authorities.

²⁵ The Port Royal educators, especially Antoine, stressed the need of giving most of the time of the recitation to reading rather than to other exercises, and insisted that ability to read, and not skill in composition, be made the test for promotion.

the medium of the vernacular, and to cut down the time allotment for the study of the classic languages by emphasizing reading of the great authors, and not speaking and writing, as the sole worthwhile aim of classic instruction.

Locke's suggestions concerning the use of interlinear translation were followed by César Chesneau Dumarsais (1676-1756) in his *Méthode raisonnée pour apprendre la langue latine* (1722)²⁶ and in numerous textbooks published by him. The method is again explained in the preface to a Latin grammar, *Les véritables principes de la grammaire, ou Nouvelle grammaire raisonnée pour apprendre la langue latine*.²⁷ He distinguishes two periods in the acquisition of a language, according to Locke's axiom that rote must precede rule. The first, *routine*, is devoted to the acquisition of vocabulary and phraseology; this is followed by *rational grammar*. The *routine* is chiefly based upon reading a construed text. In his *Méthode* Dumarsais suggests giving the beginner the Latin words for all visible objects, and he does not reject the use of such vocabularies as the *Janua* of Comenius.²⁸ As models for writing exercises, the principal parts of Latin verbs and lists of cognates may be used. This is followed by reading a text with interlinear translation.²⁹ Also Abbé

²⁶ *Oeuvres de Dumarsais*, Paris, 1797, pp. 1-79.

²⁷ *Ib.*, 181-252.

²⁸ The technique of this "prenotional" stage is later developed by Abbé Noël Antoine Pluche (*Système de la nature*, 1732) and Pierre Alexandre Lemare (*Méthode prénotionnelle*, 1817; cf. Buisson, *Dictionnaire de la Pédagogie*, Paris, 1887-8, p. 1565). The latter's plan of having a fairly large group of prenotional sentences learned, before reading is started, resembles the procedure suggested by Professor Sparkman. See note 1.

²⁹ In the preface to the grammar, however, he recommends that reading of the specially arranged text be started as soon as the pupil has mastered the letters. In the reader the original Latin is duplicated in the same or on the opposite page by a construed Latin version, in which all difficulties of word order, elliptical construction, and idiomatic expression have been removed by dislocations, insertions, and substitutions that make the Latin text conform closely to the interlinear, somewhat "latinized" French version. In this Dumarsais claims to follow in print the oral practice of the best teachers. (He quotes especially the *Traité des Eludes*; Rollin, however, expressed the desire that the beginning should be made with a primer written in simplified Latin, a suggestion that induced C. F. Lhomond to compile his *De Viris*, the long popular prototype of modern elementary Latin readers). As the study period of the pupil is not to be occupied with translation exercises, a custom to which Dumarsais objects, the interlinear text is the best means of keeping the boy busy with a fruitful review of the day's lesson or of enabling him to prepare

Etienne Bonnot de Condillac (1714-1780) accepted the interlinear method as the most natural. He argues that the infant learns the mother tongue by means of the language of gesture, which is a kind of interlinear translation of the words the child hears.³⁰ The study of Latin is therefore postponed to a time when a thorough mastery of the French language has been secured, and a certain amount of reading has been done, "parce qu'avant d'entreprendre l'étude d'une nouvelle langue il faut savoir la sienne, et surtout avoir assez de connaissances pour ne pas être arrêté par des mots." Condillac used Dumarsais' method for a while with his ward, the Prince of Parma, then explained Horace to him. When starting Virgil, the prince was to prepare a translation by means of a dictionary

A more detailed psychological justification was given the interlinear method by Abbé Claude François de Radonvilliers (1709-?) in his *De la manière d'apprendre les langues*, Paris, 1768. The acquisition of the mother tongue, by linking words with objects and, later on, with sentiments, relations, and actions, is first described. The gestures and attitudes which indicate the objects and express the sentiments are called "the language of nature." The natural method of learning a language therefore requires not only that the word and the idea be present in the mind, but also that the two be linked through the interpretation of the new word by means of the "language of nature," *i.e.*, gesture. For the explanation of inflections and of relation words, nature offers no equivalents; they are acquired more slowly, through the context, by observation and by use in conversation. Sooner or later all hearing children learn their mother tongue that way. The moment when this is accomplished is not fixed. It could not be hastened, as some people think, by the study of grammar. That is not the direct way.

For the study of foreign languages the mother tongue takes the place of the "language of nature" as an interpreter: "L'art suit

himself in advance. After a sufficient amount of vocabulary has been learned, the study of morphology is started by way of analysis of the construed text, and syntax is similarly learned by comparing the construed with the original text.

³⁰ *Cours d'étude pour l'instruction du Prince de Parme . . .*, Geneva, 1720, Discours préliminaire, xxix. The language of gesture had been elaborated by Abbé de l'Epée for the purpose of teaching the deaf. The ideological aspects of this sign language appealed to the *philosophes*.

exactement les procédés de la nature, il aura le même succès. Mais j'aperçois d'abord une différence notable: la nature enseignoit par les gestes et ensuite par la conversation la première langue; l'art enseigne la seconde par la seule lecture: je ne sais de quel côté est l'avantage."³¹

The fundamental principles of Radonvilliers are the following: (1) There is in any language a certain basic vocabulary that recurs in all discourse. When this is once known, one can read any text. Only the terms peculiar to a given subject cause us to stop. They are few in number; one learns them, and has no trouble in retaining them because they recur on every page. (2) Analogy facilitates the understanding of inflected forms. To learn them in detail is not necessary. (3) The same words occur in modified form in derivatives. Knowing the word, one can guess at the cognates. (4) If one understands most of the words, the context of the discourse determines the sense of the others. After anticipating thus the principles on which our "recognition grammars" are built, Radonvilliers takes up the subject of learning to write and to speak a foreign language. The problems presented by these two forms of usage are practically the same. Both, in the case of Latin, involve substitution of (1) Latin style for French, (2) Latin words for French, (3) a different construction occasionally, (4) a different word order. The words offer the least trouble, as they will have been observed and retained in the course of much reading. Construction comes next in difficulty. Even extensive reading is not a sure guide, as reading does not show what mistakes are to be avoided. Grammar is necessary for this purpose. Retranslation into Latin of the literal and the free versions in the elementary book forms the best exercise. Comparison with the original will teach words, construction, and style. Word order is ruled by logical and psychological princi-

³¹ Radonvilliers proposes three graded elementary books for the study of Latin, each based on one book of the *Annals* of Tacitus. The first contains a transposed text with the Latin words in the order of the French. A literal interlinear translation and a free translation at the bottom of the page are provided, the latter being needed to make clear the thought of the text (version des mots et version de la pensée). After the child has read and well understood a phrase the elementary book is shut and the authentic text in a correct edition of the *Annals* is read. The second elementary book contains a transposed text without translation and, bound in a separate booklet, the two French translations. The third book dispenses with the artificial Latin and gives a literal and a free translation separate from the text.

ples that simplify the problem.³² When applied to modern languages, the method gives startling results.

The clear distinction made by Radonvilliers between the amount of vocabulary and grammar needed for recognition only, on the one hand, and for spoken and written use on the other, offers a climax upon which I should like to close this article.³³ The absurdities to which the use of interlinear translations may lead bring out strikingly the difficulties involved in the learning of a foreign tongue. The question as to the best procedure remained open, and *oralists* and *readers* continued to appear as would-be reformers up to our day. A new orientation of philology, and the advent of the scientific study of phonetics strengthened for a time the case of the *oralists*, who would establish habits in the ready use of foreign idiom and construction, before attempting extensive reading for content. Now the case of the *readers* seems to draw strength from modern tendencies in educational psychology and from analysis and measurement applied to the learning process. It is to be hoped that word counts, "written-down" texts, and an improved testing technique will enable us to avoid pitfalls analogous to those of the past if not identical with them.

ERWIN ESCHER

Chicago, Illinois

³² Radonvilliers gives examples of how his system may be applied to other languages. The English, Spanish, and Italian texts offer no difficulty, as the word order does not happen to have to be changed, except slightly in the English. The German example, however, is rather grotesque. The beginning of a letter by Geller is used.

Madam, wie ich bin froh dass die brunneneur (sic) ist zu ende, nun

Madame, combien je suis joyeux que le saison des eaux est à sa fin, à présent ich darf schreiben (sic) wieder. Bedenken Sie nur ich habe doerfen (sic) ansetzen je ose écrire de nouveau. Penez-vous seulement je ai osé mettre

keine feder lang acht wochen, so der medicus ist umgegangen mit mir barbarisch. aucune plume long huit semaines, ainsi le médecin est agi avec moi barbarement.

³³ The axioms set forth by Radonvilliers have a family resemblance with the principles on which Michael West bases his series of elementary readers. Cf. also P. Hagboldt, "The Use of Inference in Reading," *M.L.J.* xi, 73.

Correspondence

To the Editor of *The Modern Language Journal*:

I have on hand the following copies of *The Modern Language Journal* which I should be glad to dispose of, preferably as a single lot:

Volume I	No. 1, 2, 5, 6, 7, 8
II	1, 2, 3, 5, 7, 8
III	1, 2, 3, 4, 7
IV	1, 2, 3, 4, 6, 7, 8
V	2, 3, 4, 6, 8
VI	1, 2, 3, 4, 5, 6, 7, 8
VII	1, 2, 3, 4, 5, 6, 7, 8
VIII	2, 3, 4, 5, 6, 8
IX	1, 4, 5, 6, 7, 8
X	1, 2, 3, 4, 5, 6, 7, 8
XI	1, 2, 3, 4, 5, 6, 7, 8
XII	1, 2, 4, 5, 6, 7, 8
XIII	1, 2, 3, 4, 5, 6, 7, 8
XIV	2, 3, 4, 5, 6

HELEN BUEHNER

2407 Orchard Road
La Crescenta, California

August 22, 1932

To the Editor of *The Modern Language Journal*:

In your capacity as Managing Editor of the *Modern Language Journal* you may be able to give me, or to suggest a source of information concerning a group of from 500 to 1000 American educators who are said to be planning to visit Germany next year. I have heard that such an excursion is contemplated but I have not been able to get any definite information with regard to it. Can you help me?

A. B. C.

[The Editor can give no information and would appreciate hearing from those in charge of the arrangement in order to help out the interested inquirer.]

To the Editor of *The Modern Language Journal*:

The article of Mr. Hawkins in the February issue of the *Journal* contained a most clever solution to the mystery of the whereabouts of the treacherous grave accent. Suggestions of this nature are most welcome and useful. As a partial payment, the following schemes are submitted. I regret that they are not so skillfully handled as his own but they have helped to show the way over insurmountable

stumbling blocks in the paths of my own students. They are the product of years of search and groping for a direct attack on difficult problems and I offer them in the hope that other readers will find them interesting if not helpful.

To the late Monsieur Amédée Simonin of the New York State College for Teachers at Albany, we owe the heritage of the devices suggested by the title. In the teaching of the position of pronoun objects, he advocated the 1-2-3 plan, pronouns of the first and second persons preceding those of the third. This scheme has appeared in many grammar books but with too many variations and not as a basic rule. 1-2-3-y-en is much easier to recall than me, te, se, nous, vous, before le, la, les before—. To continue, "In case of 3-3," said M. Simonin, "don't fight. The order is the same as in English; the direct object precedes." In this way one establishes a fact on which to build. When faced by the task of presenting the order of pronouns after the imperative, the familiar "same as English" idea will hold again. These two simple rules will be found ample to cover the subject and intelligible to many who would never master the situation otherwise.

Here is a very satisfactory solution to the great problem of the agreement of past participles. It tends to establish at the very beginning certain definite ideas that will carry over as the subject grows. This plan has evolved as the result of much mental struggle. The big question is "What is a participle?" An adjective in verb's clothing. Anyone with an acquaintance of the famous adjective family knows its certain tendency towards agreement. With the past participle it is a case of Stop-Look-and Listen; here's an adjective. The participle carries on the family tradition. It has a longing for agreement. It has to agree, it must agree with something. Being also a verb it has few close relatives—two only on which it may lean, its subject and object. On them it depends. It agrees with either one or the other. If it can take an object it agrees with that object provided it is P.D.O. The P.D.O. plan is a great success. It meets with instant approval, is easily recalled, and is P.D.Q. in showing results. They grasp the idea instantly—P. for preceding, D. for direct, O. for object. Here is a weighty anchor that will hold down many a dispute as to participial agreement. Reversion to this form of questioning soon determines agreement. Does it fulfill the necessary conditions; is it P; is it D? If either of these letters is missing, it does not live up to its name. You are simultaneously paving the way for reflexive verbs. What has been said that is not also true for them? All cases of non-agreement with *en*, *auquel*, *dont* etc. are easily explained. In the sentence, "Elle s'est coupé la main." How can the participle agree with *se* when it is merely P. and not D. as well? "Cela saute aux yeux." No further argument is possible.

And now for the last and most important phase of the eternal

question of auxiliaries. Early in his grammatical life the child will learn that some verbs are conjugated with *être* as an auxiliary and will handle the conjugation correctly. The rub lies in the fact that he cannot tell at once what verbs to treat in this manner. "Verbs of motion, in, out, up or down," said M. Simonin. Try it—*tomber*, sure, tumble, motion going down; *naître*, to come into the world; *mourir*, outward bound, destination uncertain. This brings a laugh, they get the point. Best of all, they remember. Here again *rester* refuses to conform to rule, but it is perhaps explained by saying that these verbs go in pairs *aller, venir; entrer, sortir* etc. Like its contrary, *tomber, rester* reacts in exactly the same way.

And here patent devices fade. If they are of benefit, you are welcome. They are not for the grammarian, nor open to discussion. They are merely offered as a helping hand to those teachers who find difficulty in instilling in the minds of their students an appreciation for the mechanics and functioning of a great language. If they help to solve some problem, will not the teacher thus benefited reveal his pet ways and means? To the struggler, the teacher withholding successful devices can but seem selfish.

E. MARION DEYOE NASH

Glens Falls, New York.

To the Editor of *The Modern Language Journal*:

SOME LITTLE SPANISH WORDS WE OFTEN SEE IN THE WRONG PLACE

"Three Little Words We Often See," written by S. Millard Rosenberg, University of California at Los Angeles, generated an irresistible impulse in me to write a note of thanks to him for having approached the subject of the Spanish pronouns *le*, dative, and *lo* and *la*, accusative in the manner he did, that is, presenting the ridiculous aspect of the question. Mr. Rosenberg is right in his protest about the charitable lady's deportation of the accusative into the dative territory; it seems unjust to him that a charitable lady should be treated like this. I fully agree, not only in the case of the charitable lady, but in all cases—ladies, gentlemen, children, animals, and things (as one of my pupils expressed the idea in order that I should see that he was not missing anything.)

The accusative and dative territories like all difficult points in language have to be explored from the philosophical point of view in order to understand them explicitly, and this is something that the Academy has done only in a haphazard manner. I thank Dr. Rosenberg for making fun of the situation, hoping that the ridicule that quite often spurs the Spaniard, may bring a reaction.

Through a corruption in grammar, the indirect object *le* (dative pronoun) became a masculine form of the direct object *lo* (accusative pronoun) which is the proper one, according to the Latin derivation, *illum, illam, illud*, and in the plural, *illos, illas, illa*. All,

or almost all, the partisans of the indirect object *la* (pronoun), which the Academy now condemns, are in favor of the pronoun *le*, used as direct object which the Academy does not condemn because custom has given it some sanction. Hence, the Academy says: "Para el acusativo en genero masculino se admiten indistintamente *le* y *lo* mientras le costumbre no dé preferencia al *le* sobre el *lo* o vice versa."

One does not need to be a psychologist to understand that this tolerant attitude of the Spanish Academy at the present time towards the masculine accusative *le*, and many years ago toward the feminine dative *la* (which it now condemns severely) is the cause of that evident confusion that one notices in most Spanish people in their otherwise beautiful language. One may hear Castilians say, "*La* di un beso," instead of, "*Le* di un beso." "*Le* vi hablando," instead of, "*Lo* vi hablando," without being able to correct themselves because they do not even have the intuition of the correct use of these pronouns on account of hearing and reading so many versions. The Academy sanctions the confusion by letting the usage decide the problem. This reminds me of a little anecdote that will give a clear idea of what happens when usage is supposed to decide some grammatical points.

In 1928, I was in Madrid in "La Residencia de Estudiantes," an institution ably directed by one of the pioneers of the education of Spanish women, Dona Maria de Maeztu. In this institution one meets a very intelligent type of Spanish woman. Two young ladies of that institution were talking about shampoos. One of them, a Catalana, said to the Madrileña, "¿Con que te lavas el pelo que lo tienes tan bonito?"—"Me *le* lavo con jabón de Castilla," answered the Madrileña. The Catalana remarked, "¿Me *le* o me *lo*?" To which the Madrileña wittily retorted, "Como quieras, Chica, y si tienes duda escríbele a Pidal."

Please do not misunderstand me and think that with this anecdote I am trying to convey that the Catalans are brighter or that they know Spanish better than the Castilians. No indeed! I am a Catalan, and I know too well that we are not any brighter than the rest of the Spaniards. I even believe that if it were not for that tragic superiority complex of ours we would be just like the rest of the Spaniards. The only difference is that the accusative and dative in Catalan happen to be very clear and the Catalan has the correct intuition of the misshapen Spanish pronouns from his Catalan pronouns *li*, dative, and *lo* and *la*, accusatives, and can detect the mistake in Spanish in the same manner that cultured Americans and French can detect it when they compare it with their own respective languages. In this we have a graphic example of the infinitesimal advantages of speaking another language, even if it be only Catalan, which, from the universal point of view, is of very low category, although not so, philologically considered. The com-

parison that continually goes on between the two languages develops an ability to understand grammatical aspects and shades of meaning that the person who knows only one language does not have. Perhaps much of the confusion and neglect that exist in the use of the English subjunctive will also disappear the day we are fully conscious that another language is an absolute cultural necessity.

Another pernicious tendency of some modern Spanish writers is the wrong use of the present perfect. The Frenchman is the only person who says, and is allowed to say, "Yesterday, my father has written." This use of the present perfect with the adverb of time "yesterday," which denotes preterite tense, or the tense of yesterday, is wrong in the Spanish language because the inherent nature of the adverb "yesterday" is time which is already passed, and past time requires past tense; hence, "My father wrote yesterday," "Ayer, escribió mi padre" and not "Ayer, ha escrito mi padre," as some of the modern newspapermen would have it.

Uncompleted periods of time, like *today, this week, this year, this month, my life*, etc., require the present perfect tense because the action of the verb is over, but the time in which the action has taken place is not over. Consequently, we should say in Spanish: "This week (which is not over) my father has written." In French this peculiar use of the present perfect has been sanctioned by custom and as a great Frenchman once said, "Custom is the queen of the world." Far be it from the writer, then, to criticize the Frenchman, but it should be made emphatic to the American student of Spanish that to say, "Yesterday, my father has written" is a wrong grammatical statement in both English and Spanish because the philosophical principle which makes the difference in the two tenses is the same in the two languages, in the same manner that the philosophical principle of the grammatical cases is the same in all languages and it is from that point of view that problems should be solved.

The *accusative* is the thing itself, and the *dative* is an address to the thing. I sometimes wonder if the source of this confusion in usage that eventually creeps into all languages may not be due to the fact that all grammarians, when in doubt, always consult the great writers, forgetting that great writers are quite often poor grammarians. Anatole France must have meant this when he asked a Spaniard, "Who are the good Spanish writers?" When he was answered with a long list of classics he said, "I am afraid you are mistaking the great ones for the good ones." One learns to think with the great ones, but one learns grammar with the good ones.

MARÍA G. CORRIOLS

Duquesne University

To the Editor of *The Modern Language Journal*:

MEASURING A FRESHMAN'S PASSIVE VOCABULARY IN GERMAN

Many conjectures have arisen as to the number of words which a student of a foreign language will recognize after one or two years of study. The writer has wished a more definite check on the size of the passive vocabulary which a freshman can acquire in one year, and has made an extensive test of one student's vocabulary. The student who submitted to the test was a sophomore in university standing, who began the freshman work in German without previous contact with the language in home or school. She was a student of outstanding ability, making a grade of A in all subjects and scoring on the American Council Alpha German test, 72 in vocabulary and 43 in grammar at the end of the year. In the course of the year she read 400 pages of easy German and made an intensive study of Purin's *A Standard German Vocabulary of 2000 Words and Idioms*. Attention was called in class to the common rules of word formation.

The test employed was derived from a private study of the writer, who had previously tabulated the vocabularies of 100 German texts and had obtained approximately 40,000 words, which he had arranged in the descending order of their frequency. Two lists were formed, which contained 15,000 and 25,000 words respectively. The student was given the list of the 15,000 more frequently used words, with instructions to write the English equivalents of as many as possible and not to spend more than twenty minutes on any 100 words. The score on the vocabulary test per thousand was as follows:

1. 978	9. 604
2. 889	10. 617
3. 794	11. 617
4. 681	12. 583
5. 626	13. 621
6. 631	14. 604
7. 609	15. 554
8. 607	Total 10,015

CONCLUSIONS

1. The score of 10,015 words does not exhaust the student's vocabulary. Two smaller tests were also given. On a sampling of 200 words, spread evenly over the list of 25,000 less frequently used words, the score was 94. A further test of 850 words, which represented every hundredth word in Brandt's German-English dictionary, produced a score of 307. It seems safe to assume also that the disconnected words of a vocabulary are harder to translate than the same words in context.

2. The results of the test must be greatly discounted, because: (a) a list of words derived from the vocabularies of texts contains many self-evident derivatives, compounds and cognates; and (b) the student was given credit for translating compound words literally, whereas many figurative and idiomatic meanings were unknown to the student.

3. After the first 4000 words the student arrived on a plateau which apparently had no limit. Thus it would seem that a list of words based on the frequency of use in vocabularies of texts will not offer a valid test beyond 4000 words unless many easy compounds and derivatives are removed.

4. The score of 10,015 words cannot be considered a norm for freshmen, because only industrious students of linguistic ability will equal it.

5. The study confirms the well-known fact that a student's vocabulary grows rapidly if he learns to apply the rules of word formation systematically. Incidentally, the basic nature of the Purin list is emphasized.

E. O. WOOLEY

Indiana University

To the Editor of *The Modern Language Journal*:

I was delighted with "A Spanish Lesson on the American Flag," which appeared in the February issue of *The Modern Language Journal*. Undoubtedly this bi-centennial year is the time for the people of the United States to pay tribute to the flag in all the languages spoken in the country.

I have written the enclosed *Saludo a la Bandera*—"Salute to the Flag" as my contribution to the bi-centennial programs in the Spanish classes of this city, and would be very glad if you would find a place for it in the pages of the *Journal*.

We give the salute in the following manner. Seven pupils stand at attention before the class or audience. Each one steps forward, salutes the flag and says a line. The class or audience salutes as they repeat the last line.

It would give me great pleasure if other teachers of Spanish would use this Salute to the Flag.

ESTHER P. CARVAJAL

San Antonio, Texas

SALUDO A LA BANDERA

* * *

¡Bandera americana! ¡Pabellón de las barras y las estrellas—

Yo te saludo!

¡Bandera americana! ¡Símbolo bendito de concordia y de paz—

Yo te venero!

¡Bandera americana que en todos los lugares de la tierra en donde flotas radiosa

al viento, flotas llena de amor por la libertad del mundo—

Yo te rindo el homenaje de mi cariño.

¡Gloriosa bandera americana! ¡Libertadora de la esclavitud del hombre, libertadora de la esclavitud del pensamiento, libertadora de la esclavitud de la conciencia—

Yo te rindo el tributo de mi gratitud!

¡Estandarte de las barras y las estrellas—

Yo te doy mi corazón palpitante de entusiasmo!

¡Inviolable bandera de la patria—

Yo te defiendo!

¡Santa bandera americana—

Yo por ti muero!

ANNUAL MEETING OF M. L. T.

The fifteenth annual meeting of the Association of Modern Language Teachers of the Central West and South took place at the Drake Hotel, Chicago, May 6 and 7, President R. P. Jameson of Oberlin College, presiding. At the meeting Saturday morning business was transacted as follows: 1. Adoption of the amendments to the constitution of the National Federation, printed in the March issue of the Journal, was voted. 2. The Federation was requested to study a re-grouping of territories for regional associations. 3. It was voted that subscriptions to the Modern Language Journal should be sent to the state or local secretaries who will remit to the Association secretary. If no state or local organization exists, subscriptions are to be sent to the Association secretary. 4. Officers elected for the coming year are: President, Professor R. P. Jameson of Oberlin College; Vice-presidents, Professor Julio del Toro, University of Michigan, and Miss Elfrieda Ackerman, Waller High School, Chicago; Secretary-Treasurer, Miss Ellen Dwyer, Evanston Township High School, Evanston, Ill.; Members of Executive Council, Mr. Stephen S. Pitcher, St. Louis, Mo.; and Miss Ruth R. Maxwell, Oak Park, Ill.

At the Saturday morning meeting M. Mornet of the University of Paris, visiting professor at the University of Chicago, addressed the group on "La Valeur humaine des études littéraires." Prof. B. Q. Morgan of the University of Wisconsin spoke on "Methods of Language Teaching as a Function of Time." At luncheon Miss Rossberg of Milwaukee-Downer College delivered a talk in German and Prof. Julio del Toro of the University of Michigan spoke in Spanish. In the afternoon sectional meetings were held.

Notes, News, and Clippings*

AT THE JUNE N.E.A. MEETING in Atlantic City, the following modern language program was presented:

FIRST SESSION, Tuesday, June 28, 12:00 noon, Haddon Hall.

Luncheon: Presiding, Narka Ward, Vice-President of the Modern Language Association of New Jersey, High School, Montclair, N. J. Addresses of Welcome were given by a representative of the State Commissioner of Education, Trenton, N. J.; by Leon Lutz, Principal, High School, Glassboro, N. J., representing Howard Dare White, Assistant State Commissioner of Education; and by Ada F. Dow, Head of the Foreign Language Department, High School, Atlantic City, N. J., representing Arthur S. Chenoweth, Superintendent of Schools, Atlantic City, N. J.

1:15—A Practical Program of Foreign Language Teaching in the Modern American School:

- I. Underlying Principles and Aims of Present-Day Modern Language Teaching, E. W. Bagster-Collins, Teachers College, Columbia University, New York City.
- II. Techniques of Teaching a Foreign Language in the Modern American School, J. Moreno-LaCalle, New Jersey College For Women, New Brunswick, New Jersey.
- III. The High School Teacher's Point of View, William Milwitzky, West Side High School, Newark, N. J.

SECOND SESSION, Tuesday, June 28, 4:00 P.M., Chalfonte Hotel.

Section meetings in French, German, Italian, and Spanish:

General Topic: The Modern Language Teacher in the Light of this Practical School Program.

FRENCH SECTION, Music Room: Topic, the French Teacher.

Presiding, Aaron MacCoon, High School, Englewood, N. J.

- A. Qualifications and Outside Activities for Continued Growth: The Professional Preparation of the French Teacher, René Vaillant, Columbia University, New York City; The French Teacher and the World: The Problem of Enriched Living, Germaine Poireau, State Teachers College at Montclair, N. J.
- B. Techniques in Teaching French: Techniques in Oral Work, Joan B. Zacharie, Brooklyn, N. Y.; The Technique of Reading, Rena Dumas, Monroe High School, Rochester, N. Y.
- C. General Discussion.

GERMAN SECTION, Roberts Room, Chalfonte Hotel, 4-5 P.M.

Presiding, Katherine Kummerle, Walton High School, New York City; Speakers: Emily Wrensch, West Orange, N. J.,

* The editor welcomes contributions.

Carl Brands, Dickinson High School, Jersey City, N. J.,
George D. Huncke, New York City.

ITALIAN SECTION, Solarium.

Presiding, Leonard Covello, DeWitt Clinton High School, New York City; Program: Teacher Growth While in Service, Elvira Chiricosta, Memorial High School, West New York, N. J.; The New Syllabi in Italian, Josephine Lucchin, Barringer High School, Newark, N. J.; Radio and the Teaching of Italian, Peter M. Riccio, Barnard College, New York, N. Y.; The Social Function of the Teacher of Italian, Leonard Covello, DeWitt Clinton High School, New York City.

SPANISH SECTION, Blue Room.

Presiding, J. Moreno-LaCalle, New Jersey College for Women, New Brunswick, N. J.; Program: What the College Expects from the Modern Language Student, F. C. Tarr, Princeton University, Princeton, N. J.; Oral Work is the Best Means of Adapting Language Study to the Student, *Affirmative*: Gordon T. Fish, High School, Glen Ridge, N. J.; *Negative*: Orvin Ferry, High School, Montclair, N. J.; Extra-Curricular Activities in Language Courses.

The meeting closed with a banquet held at 7:00 P.M. at Hadden Hall.

THE MODERN FOREIGN LANGUAGE SECTION of the Twelfth Ohio State Educational Conference convened in Derby Hall, April 8, 1932. The meeting was called to order by Dr. James B. Tharp, Chairman, and the following papers read:

"A Student Invests in Foreign Languages," Girdler B. Fitch, Ohio State University.

"The Use of Songs in the Classroom," F. J. Kramer, Ohio State University.

"The Foreign-Language Club as a Socializing Element in School Life," Russell P. Jameson, Oberlin College.

"Modern Languages as a Social Investment," Robert D. Cole, University of North Dakota.

In the discussion which followed Mr. Kramer's paper, Dr. Russell B. Jameson of Oberlin highly recommended the use of songs in the classroom and added that they aided in placing the stress on the proper word. Dr. R. L. Nordsieck, Ohio State University, objected to too many songs, stating that word order is different. Miss Shelton of North High School, Columbus, took up the argument and stated that songs in the classroom were quite a hobby of hers. As far as word order in concerned, she felt that we should not teach songs for grammatical constructions, but for the appreciation of the life of the people. Nevertheless, she has found songs helpful in teaching vowels. Miss Mercer of Baldwin

Wallace College, added a brief statement concerning the importance of realia.

Opening the discussion on Dr. Cole's paper, Dr. Jameson asked for some details on the Western Reserve University plan of teaching German civilization and culture by a series of preliminary lessons in English. Due to the conflicting meeting of the Ohio College Association on the same date at Cleveland, Western Reserve was not represented and the question went unanswered. Dr. W. S. Hendrix of Ohio State University explained that his department preferred to present such material only in the foreign language. Pupils thus obtain a sociological aspect of the language and at the same time develop ability to read, understand and, to a considerable degree, to write and speak the foreign language.

Miss Hungelmann of West High School, Columbus, asked what could be done in the case of pupils who dropped French at the end of the third year and had one year in which to forget it before entering college.

Mr. Monroe, Ohio State University, stated that he finds the Placement Test of utmost value in cases such as these. Pupils are set back or advanced as is found advisable according to the results of the test which might be given during the first week of any quarter. Often pupils are given advanced credit for work they can handle without having taken the courses at the University.

At the Modern Foreign Language luncheon the current situations in Germany, Spain and France were described in their respective native tongues by Herr A. I. Philipson (Ohio State University and Cologne, Germany), Señor D. A. Cabarga (Ohio State University), and Monsieur A. Fatio (Ohio Wesleyan University). Dr. Cole spoke briefly on "Some Ups and Downs of Modern Language Teaching."

With the cooperation of M. R. Clark, resident manager of the Paramount-Publix Corporation and J. Real Neth, owner of the Clinton Theater, the French and German Clubs of Ohio State University sponsored jointly the showing of two foreign-language films, made at the Paramount Studio at Joinville, France. The showing of *Rien que la Vérité* and *Das Konzert* was both linguistically and aesthetically profitable and will doubtless encourage similar showings.

EIGHTH MEETING OF THE INDIANA CHAPTER OF THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH. The spring meeting of the Indiana chapter of the A.A.T.F. was held in the Faculty Lounge of the Purdue Memorial Union Building on April 16th. Over one hundred and fifty teachers from the different universities, colleges and high schools of the State gathered. Professor E. B. Nichols of DePauw University was in the chair. The teachers were given an official welcome to Purdue by Dean H. E. Enders of the School

of Science, President E. C. Elliott being absent at a meeting of college presidents in Chicago. Dr. Louis M. Sears, of the Purdue History Department, author of a recent authoritative work on "Washington," gave a most interesting and scholarly talk on "LaFayette and his Association with Washington." Professor L. A. Vigneras, of DePauw, formerly of the French Army and teacher in St. Joseph's University of Beirut, gave an interesting talk in French on "Les Écoles françaises d'Orient." Dr. J. L. Cattell, Head of the Department of Modern Languages at Purdue, gave an interesting résumé of the History of Language Teaching at Purdue University. He pointed out that the Department has been an intrinsic part of university instruction since the foundation of the University in 1874. Although Purdue is known primarily as a school of Engineering, Agriculture, and Home Economics it was pointed out that languages have been compulsory or elective, and language instruction is provided for both students specializing in Engineering and the Sciences. Other schools may get a lesson from the situation of language instruction at Purdue: the Department cooperates closely with the several schools that comprise the University and endeavors to give them work that will be of actual use in their particular field of specialization. The cultural side, the broadening outlook and views derived from a study of foreign languages, is not neglected. Thus the Department has kept pace with the rapid growth of the University, having a staff of eleven men with an enrollment last semester of 1364 students—the largest in the history of the Department. It was pointed out that it has been the fault of the language teachers themselves in technological schools in being unwilling to face the situation and be of real service to their school, that has caused some criticism.

A very enjoyable lunch was served in the ballroom of the Purdue Memorial Union. Appropriate music was furnished for the occasion by the French Group of the Purdue Woman's Club. The guests joined in singing French songs. During the luncheon Governor Harry Leslie, Purdue graduate, made an unexpected visit and gave a timely and extemporaneous talk to the group. He pointed out that the "the youth of today is more alive to the problems of the country and the world at large than it was a generation ago." He urged the teachers present to train the growing youth to look for real values in life—and to choose the best there is in the foreign and older civilizations and thus help to make better American citizens of their students. He points out that education has real values to offer and the government officials will do or should do their level best to maintain the standards of learning and the salaries of the teachers.

The afternoon session was resumed at 1:15 with a talk on "Popularizing French in High Schools" by Miss Dorothy Blackman, Critic Teacher of the Bloomington, Indiana High School.

She pointed out that personality—that indefinable something—had so much to do with the French teacher's success that it should be stressed as well as method and preparation. She recommended a year's study abroad for the person aspiring to teach French. An original paper was read by Mrs. Mary Olga Peters of Indiana State Teacher's College, on "Relative Merits of the 'Direct' and 'Grammar-Translation' Methods." She related an experiment she had conducted with two classes of 28 students each. The students in both classes were of the same average ability, that having been determined before the beginning of the experiment. The conclusions were as follows: during the first semester the 'grammar translation' method appeared on the whole to show better results, whereas in the second semester the 'direct' method showed decidedly the better results. A very enlightening talk in French was given by M. Francis Biraud, Boursier Français at Indiana University on "Théâtre Contemporain: un aperçu sur Sacha Guitry." The French of the speaker was enjoyed by all present. Dr. H. H. Remmers of the Division of Educational Reference of Purdue University then related his experience on "Results Obtained from Sectioning Freshman Language Classes at Purdue University." This involved an experiment conducted for two years with the cooperation of the modern language department, in sectioning students in French, German and Spanish, according to ability. The experiment entailed uniformity of administration in the material covered, in class quizzes given regularly every three weeks, and in final examinations. Each quiz was made out and graded not by a single instructor but by all instructors in charge of the same course. Dr. Remmers said that certain by-products resulting from this experiment, i.e. the uniformity in the administration of the courses proved to be more valuable than the results sought by the experiment. Due to some uncontrollable factors, (differences in teachers, methods, etc.) further experimentation will be necessary before conclusive results can be obtained.

The Purdue meeting was declared to be among the best the Association has had thus far. The next meeting will take place in October in conjunction with the State Teachers' Meetings at Indianapolis.

JOHN T. FOTOS

Purdue University.

THE MEETING OF THE FOREIGN LANGUAGE FEDERATION of Spokane was held in connection with the Inland Empire Association in the Gothic room of the Davenport Hotel, April 7, with Miss Mabel Pope of Lewis and Clark High School, Spokane, presiding.

At the short business meeting which preceded the program, the following officers were elected: President, B. E. Thomas, U. of Montana; Secretary, Mabel Mahoney, Davenport H. S., Davenport, Wash.

The program was as follows: Selected Solos, Dorothea Towne, Spokane, Wash.; "The French School at the Sorbonne," Margaret McQuiston, Spokane; Spanish Dance: Miss Rita Smith, Spokane; "Outside Activities of the Language Department," Cecile Sughrue, U. of Mont.; "Methods and Devices for Promoting Good Relations with Foreign Countries," E. A. Morgan, Northern Montana School, Havre, Mont.

THE WASHINGTON BRANCH of the National Federation of Modern Foreign Language Teachers, now affiliated with the Pacific Coast Federation of MFLT, held its annual meeting on Saturday, May 7, 1932 in the Music Building, University of Washington Campus. Group meetings were held from 9:40-11:00 with program as follows:

French Group: La division française aura pour thème les méthodes de l'enseignement des langues modernes en France. Les discours seront prononcés en français, mais la discussion de la part des auditeurs pourra se faire ou en français ou en anglais. Programme: 1. Plaintes d'un Lycéen européen, M. Jean C. Chessex, University of Washington. 2. L'Etude de la phonétique à la Sorbonne, M. C. L. Helmlingé, University of Washington. 3. Quelques réflexions sur l'étude des langues étrangères aux Etats-Unis, Dr. Pierre J. Frein, University of Washington.

German Group: 1. Piano solo, Howard Biggs of Roosevelt High School. 2. The Youth Movement in Germany, Miss Rose Glass. 3. Deutsche Lieder, Jean Leslie, accompanied by Emma Jane Kirsch, both of Lincoln High School.

Spanish Group: Spring meeting of the Northwest Chapter of the A.A.T.S.

A general meeting was held from 11:00 to 12:00 with the following program: 1. Music. 2. Some Methods of Approach to Reading in a Foreign Language, A. O. Hammond, Anacortes.

The meeting ended with a luncheon served at 12:30 at the Hotel Edmond Meany. The following officers were elected: Pres., G. B. Jackson (Franklin); Vice-Pres., Adelaide Fischer (Lincoln); Sec.-Treas., Joseph Burns (Garfield); Exec. Comm., Edith Michelson (Lincoln), Dr. G. W. Umphrey (University of Washington).

THE WISCONSIN ASSOCIATION OF MODERN FOREIGN LANGUAGE TEACHERS will hold its annual meeting November 4, 1932 in connection with the meetings of the Wisconsin Teachers Association November 3, 4, 5. The program will be as follows:

General Meeting, Friday, 12:15 p.m., Pere Marquette Room, Schroeder Hotel: Business Meeting; "Recent Tendencies in Modern Language Study" Professor V. A. C. Henmon, University of Wisconsin, Madison.

Sectional Meetings, 2:45 P.M.

A. French, Pere Marquette Room, Schroeder Hotel; Chairman—Professor James L. Hancock, The William Horlick High School, Racine: "Outside Reading in French: The Preparation and Work of the Teacher," Professor H. A. Smith, University of Wisconsin; Discussion.

B. German, Parlor A, Schroeder Hotel; Chairman—Professor E. P. Appelt, University of Wisconsin, Madison: "The Teacher's Own Objective Test," Professor Lucy M. Will, School of Education, University of Minnesota; "Practice in the Fundamentals of German Grammar for Advanced Students," Professor Paul F. Koehnke, Concordia College, Milwaukee; Discussion.

C. Spanish, Parlor B, Schroeder Hotel; Chairman—Professor Meta M. Steinfort, University of Wisconsin Extension Division, Milwaukee Center: "An Eye-witness to the Spanish Revolution" (In Spanish) Professor H. C. Berkowitz, University of Wisconsin, Madison; Discussion; Meeting of the Wisconsin Chapter of A.A.T.S.

THE NEW ENGLAND ASSOCIATION, the Association of the Middle West and South, and the American Association of Teachers of Spanish, have adopted the constitution as amended. This information will serve to remind other associations who plan meetings for this fall that this amended constitution should come up for discussion and adoption.

THE SPANISH DEPARTMENT of Saint Mary-of-the-Woods College, Saint Mary-of-the-Woods, Indiana celebrated, as it does annually, the death of the immortal Cervantes, on April 23, with a dinner-program in the College Dining Hall for the entire student body, the faculty and about twenty-five honor guests. The program consisted of a one-act play, "*Chiquilladas*" by Vital Aza, presented by Miss Louise Brieger, Miss Gertrude Partridge and Miss Margaret Lowery; a monologue, "*Sólo Para Mujeres*" by G. Martínez Sierra given by Miss Norma Coyle; a brilliant interpretation in pantomime-dance form of Chapter VIII of "*Don Quijote*" by Miss Rosemary McCown and Miss Margaret Deppen, who were Don Quixote and Sancho Panza, and Miss Carmen Leich, Miss Mary Frances Goodman, Miss Catherine Garrity and Miss Rosenorah Rapp who were animated windmills; the *Terceto de los Cazadores* from the zarzuela "*Puñao de Rosas*" by Arniches y Chapi sung by Miss Florence Whelan, Miss Virginia Griffith, and Miss Marjory Padon; and two dances, the Argentine Tango by Miss Sophia Wabiszewski and Miss Lupe de Osma, and a bright Mexican Hat Dance by a group of eight girls. The dinner, the decorations, the favors and the programs were all in the colors of the new Spanish Republic and were designed by Miss Rose

Marie Haight of Burlington, Kansas. Miss Anna Laura Curtis, a freshman from Clinton, Indiana, planned and executed the costumes for the unique Windmill extravaganza. At the close of the program, bronze medals were awarded for efficiency in Spanish studies to five students, all majors in the Spanish Department: Miss Sophia Wabiszewski of Milwaukee, Miss Eileen Moran of Evanston, Illinois, Miss Margaret Lowery of Chicago, Miss Anne Callanan of Parkersburg, West Virginia, and Miss Lupe de Osma of Lawrence, Kansas. For honors in the Cervantes-Don Quixote Essay Contest, five dollars in gold went to Miss Eileen Moran, and a bronze medal to Miss Marion Corcoran of Milwaukee. Miss Agnes M. Brady is Head of the Department of Spanish of Saint Mary-of-the-Woods College.

A GOETHE CENTENARY CELEBRATION sponsored by Miami University and Western College with Dr. Charles H. Handschin presiding was held in Benton Hall Auditorium, April 14, 1932. The following program was presented:

Chorus: Ergo Bibamus.....*Eberwein*
Solo: Wonne der Wehmuth.....*Franz*
Freiheit.....*Schumann*
Gretchen am Spinnrad.....*Schubert*

MISS CLARA LANGERHANS

MRS. EDGAR STILLMAN KELLEY AT THE PIANO

Address: "Goethe and the Modern World"

DR. EUGEN KUEHNEMANN

University of Breslau

Solo: Der Erlkönig.....*Schubert*

MISS DORA LYON

MISS AGNES CRAWFORD AT THE PIANO

Address: "Goethe's Attitude Towards Music"

DR. EDGAR STILLMAN KELLEY

Trio: Mignon.....*Himmel*

JANE ROHE, ALICE MATTMUELLER, ARNOLD HOFFMANN

Chorus: Heidenröslein.....*Werner*

The Hispanic Review, a quarterly journal devoted to research in the Hispanic languages and literatures, and sponsored by the Spanish sections of the Modern Language Association, will be published by the University of Pennsylvania Press on January 1, 1933.

The Editor will be J. P. Wickersham-Crawford of the University of Pennsylvania, assisted by M. Romera-Navarro and Otis H. Green of the same institution, and the Associate Editors are Milton A. Buchanan, Alfred Coester, J. D. M. Ford, Joseph E. Gillet, Harry C. Eaton, Hayward Keniston, Rudolph Shevill, Antonio G. Solalinde, F. Courtney Tarr and Charles P. Wagner.

The articles in the first issue will include "The Text of a Poem by King Denis of Portugal" by Henry R. Lang; "The Education and Culture of Cervantes" by Rudolph Schevill; an etymological note relating to "toca" is contributed by Wilhelm Meyer-Lübke; Alonso Cortés will contribute some biographical documents on Miguel de Carvajal, the author of the *Tragedia Josefina*; an article on some peculiarities of the Spanish expression of concessive ideas by the late Karl Pietsch; Aubrey F. G. Bell contributes an article on Frei Thomé de Jesus, a Portuguese mystic; the theatre in Mexico City, 1805-06 is described by J. R. Spell; and Alexander H. Krappe writes on "The 'Tuti-Nameh' in Spanish Folk-Lore." Reviews will be written by Rudolph Schevill, M. A. Buchanan, and G. W. Umphrey.

The subscription price is four dollars, and the Business Manager is Edwin B. Williams, College Hall, University of Pennsylvania, Philadelphia, Pa.

The American Mercury for July contains an article on "The Speech of Little Italy" which deals briefly but interestingly with the mixture of Italian and American which comprises the language of our Italian settlements. The reasons given for the admixture of American expressions to the basic Italian vocabulary are readily comprehended: 1. The immigrants coming from various parts of Italy can understand each other only in so far as they speak a common dialect or can use the Italian of the school. 2. New situations, unaccustomed objects demand a new vocabulary which is naturally borrowed from the language of the natives. 3. By dint of constant hearing of American terms these pass over into the Italian patios in a somewhat changed form so that they seem Italian. Mr. Turano, the author, cites as examples of these last mentioned: *tomate* tomatoes, *stritto* street, *carro* car (or auto), *boy* boy, *bittare* beat, *faiti* fight, *draivare* drive, *ronnare* run, etc. which as examples of the second category, he lists among others: *gliardo* yard, *visco* whisky, *pichinicco* picnic, *ais crima* ice cream, *morgico* mortgage, *nota* note, etc. The author predicts the early Americanization of these Italian immigrants and the rapid passing of the picturesque speech of "little Italy."

Italica for June, 1932, carries an article by Josephine L. Indovina entitled "A Junior College Italian Course" which contains items of general interest to language teachers. In the first term of Italian at the Los Angeles Junior College, the student writes (in English) a report on Italy. "This report includes a map of Italy, containing principal cities, mountains, rivers, lakes; and a description of the general geographical features, economic conditions, relations with other countries, government, and education. The second part of the report consists of a topic of special interest to the stu-

dent, such as "Music in Italy," "Italian Customs," "Italian Family Life," "Life in the Italian City," "The Peasants," "Venetian Laces," "Venetian Glassware," etc.

Then follows a discussion of the activities of the Italian Club, *La Società Dante*, whose ceremony of initiation, quoted at length makes interesting reading.

Other articles are: Vittorini, *The Novecento* (Syllabi of Literary Courses by Centuries. II) and Van Horne, *Recent Italian Books*. A Bibliography of Italian Studies in America, January-March 1932, is furnished by James E. Shaw.

The New York Times of June 2, 1932 carried a discussion of Ringel's "America as Americans See it" from which we quote as follows:

"Discussing what Americans read, Clifton Fadiman, publisher and critic, says they certainly do not read books. A competent observer, he declares, has estimated that the average American buys two books and borrows, or in some other way obtains, five more each year. These figures include school books and other compulsory reading.

" 'For these seven books a year,' Mr. Fadiman continues, 'he pays out no more than one-half of one per cent of his income. An official bulletin from Washington informs us that *the national bill for soft drinks is eleven times as large as the public library bill; the radio bill twelve and one-half times as large, and the candy bill twenty-eight times as large as the public library bill*.' "

What comfort the proponents of the "reading method" can get from such compilations would seem to be small. We do know that people talk!

IN *The North Carolina Teacher*, Professor René Hardré of the North Carolina College for Women has published a series of articles of interest to modern language teachers, e.g. January 1930, "Antiquated Methods in Teaching French Prevalent in the State"; January 1931, "Where to Find Material That Helps the Work of the French Class"; November 1931, "Wanted: A Service Station for French Teachers"; December 1931, "Training of Our French Teachers"; etc.

PEPPING UP THE FRENCH PROGRAMS, by René Hardré of the N. C. College for Women, in the February 1932 number of the N. C. Teacher contains some suggestions of considerable interest to both the beginner in the language teaching field and the "old-timer" who may be seeking ideas for language clubs.

The author thinks of the language club as a laboratory for applied French or German, etc., for any one interested in the language—not merely for the select few who rank highest scholastically.

Here in the club one can develop a feeling of confidence and security in conversation, etc., as well as obtain additional knowledge of the country studied and its language, not readily available in larger class groups.

The language club must appeal to the mechanical or muscular as well as the intellectual capacities of pupils with program numbers being alternated so that a "snappy" hour program may appeal to all. For example, listening to a talk illustrates the latter and working on a play the former. The trouble with the average language club lies in the attempt to make the program too passive with too little effort on the part of members. Each should take part in every program and each should be made to feel that his part is important. Each part of the program must be prepared in advance and in the case of vocabulary games, word lists should be issued in advance. Nothing is to be said or done which is not thoroughly familiar to the one doing it. Coöperation must be required and each member made to feel that he is doing worthwhile things. By changing a dull and lazy student to an active and interested one, the final class grades may be favorably influenced.

Some suggestions for programs are: talks on various aspects of the country or customs, preparation of a play, songs, games (rapidly played) (avoiding riddles and puzzles), simple prepared conversation, readings. A possible program is given:

1. Business meeting. (In French or German, etc.). 5 min.
2. Songs, games, vocabulary. 15 min.
3. Talk on country and civilisation. Illustrated if possible. 15 min.
4. Songs, dances, charades for all. 15 min.
5. Meeting closed. 5 min.

For reference, see *Le Petit Journal* or MODERN LANGUAGE JOURNAL, January 1931.

HAROLD BAGG

Rochester, N. Y.

THE LIST OF *Realia for French Instruction*, compiled by Mrs. Alice M. Dickson, Editor of *Le Petit Journal*, and reissued each year, has now been revised for 1932, with a list of addenda and correction of addresses on former lists now obsolete.

Doubleday, Doran & Co. do not have this for sale or for distribution.

Copies can be obtained only through Dr. Stephen A. Freeman, Dean of the French Summer School, Middlebury, Vermont. Enclose 35 cents to cover cost of printing and postage.

This pamphlet of 22 pages includes the following headings under which information and addresses are given: Photographs and Reproductions, Postcards, Slides, Films, Records, Museums of France, Railway Posters, Wall Maps and Charts, Provinces, Paris, Medals,

Stamps, Coins, Flags (French, Swiss, Belgian), Addresses Helpful to those Who Plan to Study Abroad, Le Cercle Français, Fêtes à Célébrer, Christmas Programs, etc., Collections of French Songs, Music (Addresses for Ordering), Catalogues and Suggestions for Classroom Plays, Le Petit Guignol (Marionnettes), International Correspondence, Sources of Information and Realia (U. S. A.), Sources of Information (France), Realia Items (France), Catalogues, Circulars (France), Almanachs and Agendas, French Calendars, French Speaking Countries (Official), Games of Pedagogical Interest, Books on Games and Sports, Educational Publishers (Paris), For Ordering Books in France, For Keeping in Touch With the Latest French Books, Books of Special Interest to Boys and Girls, French Bibles and New Testaments, Books Useful as Classroom Aids, Industry, Commerce, Periodicals (Dealers through Whom Subscriptions Can Be Placed), Newspapers and Magazines Suitable for High School and College Reading, French Pedagogical Magazines, Juvenile Periodicals, Modern Language Magazines (in English), Devices for Stimulating Interest in French, and General Suggestions for Ordering from France.

The report on VOCATIONAL OPPORTUNITIES FOR FOREIGN LANGUAGE STUDENTS by Mssrs. Schwartz, Wilkins and Bovée which appeared in the April 1932 issue of the MLJ is now available in pamphlet form at the price of 25¢. For copies address the Business Manager of *The Modern Language Journal*.

THE 1932 EDUCATIONAL DIRECTORY, listing names, addresses and positions of nearly 12,000 school officials in the United States, is again being published in three parts to expedite delivery to the public. Now available from the Superintendent of Documents, Government Printing Office, Washington, D. C.: *Part I*. Elementary and Secondary School Systems; price 15 cents. *Part II*. Institutions of Higher Education; price 5 cents. *Part III*. Educational Associations Boards, Foundations, Research Directors and Educational Periodicals (in press).

WE QUOTE FROM THE *News Bulletin of the Institute of International Education* for May 1932 on *Educational Use of Foreign Films* as follows:

"Several New England Universities have undertaken a novel experiment this winter in presenting French talking-films to their students. At some of the colleges attendance at the pictures is a part of the prescribed work in French and critical theses are required. The films are shown in local movie houses between the hours of the regular performances, and students are charged the usual price of admission. At Harvard there is a charming little auditorium in the new Institute of Geography where the pictures are shown free of charge to the students, the incidental expenses

of production being met by subscriptions from a large body of patrons. The enthusiasm has been very great. "Le Million" was the first film shown, with three performances offered. This did not begin to satisfy the demand for tickets, so the next film was shown six times, and the last picture offered had eight showings.

"The enterprise at Harvard is conducted by an informal committee independent of the French department, but in close connection with it in the presentation of suitable films. At Williams College the pictures are shown at a local movie house, the management of the affair is carried on by several influential townspeople and by the non-athletic association of the college. At Wellesley the picture *Marius* was shown under the auspices of the Alliance Française. Amherst has been showing French films for two years with varying success. At Smith College they are a part of the prescribed French courses.

"Some of the comedies presented are so entertaining that the student finds himself straining every nerve to understand the rapid speech, to realize 'what it is all about.' These foreigners have an unfortunate way of inserting an undercurrent of music—some of it very lovely in itself—which interferes most lamentably with the easy understanding of a strange language. Several of the best actors of the Comédie Française are being tempted by the lure of the pictures, and it is to be hoped they may find it worth their while to produce some of the French Classics.

"There is of course great difficulty in obtaining films from Europe, except for commercial purposes. It would seem that some sort of circuit might be formed amongst the different universities that would make it worth while to send over films for educational purposes, with the understanding that they would not be released commercially. This might be especially desirable for the western universities where there is so little chance for contact with the customs and the speech of France.

"Just at present the best source from which to obtain French Talkies is Paramount. In their Joinville studios these people are turning out from time to time charming comedies which in due course are sent to America, where they are obtainable without the difficulty of private importation, but naturally their scope is limited. The Tobis people have brought over a few French pictures, but they are mostly concerned with German films.

"It would seem that a wide and interesting field was opened up if only suitable films full of good, crisp dialogue can be obtained. For most of us, Paris is a long way off, and to have, as it were, a casement opened upon some Parisian scene, to see and hear some of the very fine French actors without having to cross the water is indeed a privilege." (Prepared by Mrs. E. K. Rand.)

THE BRUCE PUBLISHING COMPANY of Milwaukee, 407 E. Michigan Street, has bought out the *Modern Language Press* of Milwaukee.

Personalia*

PROFESSOR JOHN VAN HORNE of the University of Illinois was appointed in the late spring to succeed Professor Henry G. Doyle of George Washington University as Review Editor for Spanish and Italian. With the October issue Professor Benjamin M. Woodbridge of Reed College succeeds Professor James B. Tharp of Ohio State University as Review Editor for French, and Professor Josef Wiehr of Smith College takes over the work of Review Editor for German in place of Professor Peter Hagboldt of the University of Chicago.

The Editor wishes to express his sincere thanks to the men who are retiring. It was a great comfort to him, when he took office, to know that he had reliable, efficient assistants. The position of Review Editor (Assistant Managing Editor) is not a bed of roses nor is it merely an honorary office. It entails unceasing labor and worry of mind without financial recompense. Our retiring editors gave most freely of their time and strength to the end that the Journal might prosper. *Que le Ciel les récompense!*

THE BUSINESS MANAGER OF THE MODERN LANGUAGE JOURNAL, Dean Henry Grattan Doyle of The George Washington University, Washington, D. C., becomes Provost of the Chevy Chase Junior College, Chevy Chase, Md., with the opening of the academic year 1932-33. He will act as educational adviser and coordinator of the Chevy Chase Junior College in addition to his regular work as Dean of the Junior College of The George Washington University. The Chevy Chase School for Girls was founded in 1901 and its Junior College was established in 1927 by the late Dr. Frederic E. Farrington, who was formerly a member of the faculty of education at the University of California and Associate Professor of Educational Administration in Columbia University. It will be Dean Doyle's policy as provost to carry on the effective work of Dr. Farrington, who was a pioneer in the Junior College movement.

PROFESSOR W. S. HENDRIX of Ohio State University has been appointed by Professor Casimir D. Zdanowicz, President of the National Federation of Modern Languages Teachers as Chairman of the Committee of Instruction in Modern Language by Radio. This committee will also include in its activities the investigation of the possibilities of movies in foreign languages.

CALIFORNIA

U. of California. A. Torres Riosco, associate professor of Spanish, goes on a leave of absence for the year 1932-33 to South

* Additional information will be welcomed by the Editor.

America. C. E. Kany, associate professor of Spanish, goes on a leave of absence for the fall term 1932-33 to California. E. Buceta professor of Spanish, is to go on a leave of absence to Spain the spring term of 1932-33. Francis J. Carmody transfers in from Harvard (graduate student) as instructor in French. W. Girard assistant professor of French, goes on a leave of absence for year 1932-33 to Europe. R. T. Holbrook, professor of French, goes on a leave of absence January to June 1933 to Europe.

CONNECTICUT

David A. Tirrell, instructor in German at the Kent School, Kent, Connecticut, has been appointed Headmaster of Evans School, Tucson, Arizona. He was Vice-Chairman of the Connecticut Group of the New England Modern Language Association.

Wesleyan University. C. B. Wicks comes in from Johns Hopkins Graduate School as instructor in Romance Languages. H. D. Parcell, associate professor of Romance Languages, transfers out to Harvard to continue his graduate work.

Yale University. A. E. A. Naughton transfers out to Stanford University as assistant professor.

FLORIDA

U. of Florida. O. H. Hauptmann, instructor in Spanish and German, returns after a year's leave of absence spent at the U. of Wisconsin. F. M. DeGaetani, instructor in Spanish, returns after a year's leave of absence spent in Spain. H. Ballou transfers out. C. G. Reid, Jr., instructor in Spanish and German, transfers out. Linton C. Stevens, instructor in French, returns after spending a year in graduate study at U. of Poitiers.

GEORGIA

Emory University. Charles R. Hart, professor of French, is spending the summer traveling in Scotland. J. A. Strausbaugh, assistant professor of Spanish, is spending the summer traveling in Europe.

IDAHO

U. of Idaho. Alberto Vázquez, instructor in Spanish and French, on leave at Yale Graduate School, is the recipient of Sterling Traveling Fellowship from Yale and will spend the period from June 1932-Sept. 1933 in Spain, Italy, and France.

ILLINOIS

Knox College. Sarah E. Coleman, assistant professor of Spanish, returns after a year's leave of absence spent in post graduate study at U. of Chicago. Juan Sesplugues transfers out to Valley Forge Military Academy as professor of Spanish.

Northwestern University. W. R. Kingery transfers in from the U. of Wisconsin as instructor in Romance Languages.

INDIANA

DePauw University. G. S. Martin, instructor, returns from Harvard University. L. H. Turk, associate professor of Spanish, returns from Stanford Academy. Minne Kern, professor of German, resigned August 1932 on account of ill health. Henry B. Langden, professor of German, has ceased teaching German and is now vice-president. Franklin V. Thomas, instructor in French, goes on leave of absence 1932-33 to U. of Chicago.

IOWA

U. of Iowa. Kenneth Brooks transfers in from King Edward's School, Birmingham, as assistant professor. E. K. Mapes, associate professor of Romance Languages, goes on leave of absence. Lucile Delano, instructor, goes on year's leave of absence to Spain on Fellowship of American Association of University Women. James Babcock, instructor, and Mrs. Babcock, assistant instructor go on a year's leave of absence to Spain.

KANSAS

U. of Kansas. Ralph Stutzman, assistant professor, transfers out.

MASSACHUSETTS

Amherst College. Geoffrey Atkinson, professor of French, returns to full-time teaching Sept. 1932 after two years as Dean of the College, Amherst. Herbert Myron, instructor in French, transfers out to do graduate study at Harvard. R. C. Williams, professor of French, returns after spending February to September 1932 in France. A. H. Baxter, professor of Spanish and Italian, goes on a leave of absence from June 1932-September 1933 to Italy.

Mount Holyoke College. Helen E. Patch, associate professor of Romance Languages, returns in September 1932 from a year's leave of absence spent as assistant director of the group of students who spend the junior year in France under the University of Delaware plan. Marie-Jeanne Bourgoin, assistant professor of Romance Languages, returns in September from a year of sabbatical leave for study in France. Edith K. Cumings transfers out to Lake Erie College as instructor in French. Lena L. Mandell transfers out to Bryn Mawr to resume work for Ph.D. Katherine W. Auryansen, instructor in French, goes on a year's leave of absence to Radcliffe College to continue work for Ph.D. Erika M. Meyer transfers in as instructor in German from the U. of Wisconsin where she was graduate assistant from 1930-32. Eloise Francke, instructor in German, was married on May 28, 1932 to Werner Neuse, instructor at New York University.

Wellesley College. Helen Phipps, assistant professor, transfers in from Florida State College for Women. Ada M. Coe, assistant professor of Spanish, returns after a sabbatical year. Angelina La

Piano goes on a leave of absence for one year to study at Sorbonne University.

MICHIGAN

U. of Michigan. Fred B. Wahr, associate professor of German, goes on a leave of absence for the first semester to Germany. Jean Ehrbard returns from leave of absence spent in military service in France. René Talamon returns from leave of absence spent in France and Europe. Manson Brien and J. J. Engerrand transfer out. H. B. Thieme, professor of French, goes on leave of absence 1932-33 to France.

MINNESOTA

U. of Minnesota. C. V. Arjona, associate professor of Spanish went on a leave of absence 1931-32 to Harvard University.

MISSOURI

U. of Missouri. A. E. Trombly, professor of French and Italian, went on a leave of absence to Italy from February 1, 1932 to September 1932.

MONTANA

State U. of Montana. B. E. Thomas, associate professor of Spanish, returns from year's leave of absence spent at the University of Wisconsin in graduate study. Mrs. Louise G. Arnoldsen, assistant professor of French, goes on leave of absence 1932-33 to the Sorbonne to study for doctorate.

NEW HAMPSHIRE

Dartmouth College. The following transfer in as instructors in German: Herbert R. Sensenig from Bonn University; Albert van Eerden from the U. of Munich; and Harry Eisenbrown from Jamieson School.

NEW JERSEY

Princeton University. R. S. Willis transfers in as instructor in Spanish. Herman Salinger transfers in from the U. of California as instructor in German. Fernand Baldensperger, visiting professor of French literature, returns to the Sorbonne. R. W. Elliott, instructor, transfers out to St. John's College as assistant professor of French. J. H. Sheaver, instructor in Spanish, becomes half-time assistant. F. E. Sweet, instructor in German, becomes half-time assistant. J. G. Roberts, instructor in French, transfers out to Harvard University as part-time assistant. Augusto Centeno, associate professor of Spanish, went on leave of absence second term 1931-1932 to recover his health.

NEW YORK

College of the City of New York. Clifford McAvoy goes on leave of absence for one year to France and Italy. Dr. Henry A. Holmes

and Dr. Solomon A. Rhodes return in September from leave of absence 1931-32.

Columbia University. Louis Cons transfers in from Swarthmore College as professor of French literature and as director of the Maison Française. Paul Hazard comes in from Paris as visiting professor of French. Henri F. Muller, professor of Romance Philology, goes on a leave of absence year 1932-33 to be spent mainly in France. Professor A. Livingston goes on leave of absence winter semester 1932-33.

New York University. Dr. R. U. Anacker, instructor in German, transfers out to the U. of Chattanooga as associate professor of German. Dr. Pastoriza Flores, assistant professor of Spanish, goes on leave of absence for year 1932-33. John A. Crow, instructor in Spanish, goes on leave of absence year 1932-33 to study in Spain. (Washington Square College) Robert E. Quinby transfers in as part time instructor in Italian. Mrs. S. N. Leroy, a high school teacher doing outside teaching at New York University, transfers out. B. I. Kinne, a Columbia instructor doing outside work, transfers out.

U. of Rochester. William F. Holdermann transfers out to do graduate work. Malcolm Daggett transfers in from Harvard as an instructor. Harcourt Brown transfers out to do work in Europe. Neil McArvin, professor of French, is to go on leave of absence January-September 1933 to France.

OHIO

Miami University. Glenn Barr, instructor in Romance Languages, returns after a year's leave of absence spent teaching and studying at U. of Wisconsin. T. H. Anderson, assistant professor of Romance Languages, leaves to continue study in France at U. of Montpellier. W. M. Miller, assistant professor of Romance Languages, is to go on leave of absence second semester of 1932-33 to Columbia University.

Ohio State University. Marie Davis and Mrs. Dorothy Cummings, instructors in Romance Languages, transfer out. Dr. E. A. Philippson transfers in from the U. of Cologne as lecturer. Hans Kurath transfers out to Brown University as professor. R. O. Röseler, associate professor of German, goes on a leave of absence to Germany.

PENNSYLVANIA

Allegheny College. Evelyn Miller transfers in from Columbia as Dean of Women and instructor in Spanish. Armen Kalfayan returns, as assistant professor of Romance Languages, from year's leave of absence at U. of Iowa where he is just receiving his Ph.D. Dr. Anna Schaftheitlin transfers out to Kent State College. George B. Roessing transfers out to the U. of Maryland as instructor in Spanish.

RHODE ISLAND

Brown University. Robert H. Williams, assistant professor of Spanish, returns with promotion after year's leave of absence. Edmund L. Loughman, assistant professor of French, returns with promotion after a year in Europe. Professor A. J. Farmer, of the U. of Grenoble, returns for a second year as visiting professor of French. Louis Landré, professor of French, and Mme Louis Landré, instructor in French, go on a leave of absence 1932-33 to France.

SOUTH CAROLINA

U. of South Carolina. Karl Duffner transfers out to Fort Leavenworth, where he probably will not be teaching.

WISCONSIN

U. of Wisconsin. Marjorie Covert, instructor in French, returns from year spent in France. DeVaux de Lancey transfers in from the Phillips Exeter Academy. Lucy M. Gay, associate professor of French, becomes associate professor emeritus. Samuel G. A. Rogers, associate professor of French, goes on leave of absence first semester 1932-33 to be spent in the eastern part of the U. S. writing. Casimir D. Zdanowicz, professor of French, is to go on leave of absence second semester 1932-33 to be spent abroad.

Necrology

Professor E. C. Hills, professor of Romance Philology at the University of California, Berkeley, died at his home in Berkeley on April 21, 1932.

Charles H. Hunkins, professor at Brown University, died on December 30, 1931.

C. C. Marden, Emery L. Ford Professor of Spanish at Princeton University, died on March 11, 1932.

René Bazin regarded by many critics as the leading novelist of modern France, died in Paris July 21, 1932.

Miss Anna Robinson, teacher of Spanish in the Westinghouse High School, Pittsburgh, Pa., died of pneumonia following an operation in July.

Mr. Morris H. Kendall, former business manager of the Bulletin of the Pennsylvania State Modern Language Association and a professor of modern languages at the University of Pittsburgh, died suddenly after a very short illness August 20.

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Reviews

ANATOLE FRANCE, *The Mind and the Man*, by Lewis Piaget Shanks, Harper and Brothers, N. Y., 1932. \$2.50. 236 pp.

This book speaks with the quiet authority of its perfect style: the one indispensable instrument of criticism is the critic himself. A scholar who is no artist and dares to write about an artist, is a blind man passing judgment on colours. Anatole France himself would have enjoyed the cadence of his critic's phrasing. He might have regretted that Irony—one of the famed twin goddesses—should be subdued to the point of bland neutrality. It takes a little stronger dose of Voltaire to do full justice to Anatole France.

It is interesting to have this psychological portrait placed before us again after 13 years—expanded, corrected, completed, but substantially unchanged. We fully agree with L.P.S.'s deep appreciation of Anatole France. In the last few years of his life, Anatole France had been unduly extolled: a reaction was inevitable. The fame of Victor Hugo offers the same curve, on an enormously larger scale. Barry Cerf's brilliant and damaging study accurately marks a definite moment. Permanent values are a delusion of the metaphysical mind. There is no 'last word': literary history simply notes the evolution of taste.

The book, without any bulky apparatus, is a complete biographical and literary study. Frequently our interpretation would differ from L.P.S.'s: but a full discussion would take us far beyond the limits of a brief review. The general method is pleasing and adequate: personally, we should have liked a different proportion between the various elements. There was no need to give such a full summary of even the minor books: it slows down the tempo, without offering a substitute for the works themselves. In many cases, a brief allusion would have sufficed. Even for the greater books, a summary is justified only when it is interwoven with the critical study.

The space thus saved could have been devoted to a fuller treatment of the "environment and time." Taine's formula does not explain greatness: but, by subtracting what is common between great and small in the same generation, we are able to isolate the problem of genius. Anatole France's early conservatism, his later anarchism, his Dreyfusism, his disappointment with the lame conclusion of the Affair, the constant fight between humanitarian hopes and cynical despair, were not his alone. To understand "the mind and the man," we should know how much belonged to a whole period in European culture. L.P.S. is admirably acquainted with this background: but, like many pure artists, he seems to be

afraid of "the sociological method." Once more, sociology can solve no aesthetic problem: but it brings us face to face with the mystery of genius.

A fine study, delicate and firm. For those to whom Anatole France is merely a name, it will provide an excellent introduction. For those who are familiar with his life and work, it embodies, in a very acceptable form, all the facts that have come out in the last years; and it restores a faith which never was very badly shaken.

ALBERT GUÉRARD

Stanford University

LOUISE C. SEIBERT AND BEN D. WOOD. *Columbia Research Bureau Aural French Test*. World Book Co.

The traditional contention of the somewhat conservative intellectualist that the reading of French literature has greater value in education than speaking the French idiom still remains fundamentally sound. Thought from Rabelais to Bourget, beauty from Villon to Hugo, comic comment upon life from Adam de la Halle to the younger Dumas may still be defended, even in our "realistic" day, as involving greater spiritual values than does the ability to inquire one's way to the Pré-Catelan. And further, however much we may recognize phonetic values in literature or pedagogical values in aural-oral exercises, the inner spirit of great literature is for the most part independent of the things upon which "conversational French" spends its energies.

And yet it is true that languages have been known to be spoken, even widely spoken sometimes; and so the revival of interest in aural-oral skills (not solely by the Sprachmeister crowd, be it understood) is understandable. Spoken French is interesting and it helps us to learn. Even conservatives have long believed that drill in composition was, not only good "mental training," but also an aid to the development of reading ability; why not also aural-oral exercises, which, it may be noted, appeal to a new interest, can proceed rapidly, and help the ear-minded to learn things that the eye-minded get more easily in other ways? May it not be more and more recognized as an educational axiom that we know "il vient de le faire" a little better after we have heard it and spoken it,—some of us a great deal better? It is quite reasonable so to believe, even though one may subscribe to the creed of the "Coleman Report" with its insistence upon the greater value and attainability of reading and its appraisal of other techniques as of purely secondary importance in elementary work.

Intelligent handling of aural techniques, in contrast to the "occasional conversation work" of more conventional classes, is one of the many recent advances in modern language pedagogy unsuspected by the pundits of academic tradition. One need not

be a fanatical modernist, much less an uncompromising direct-methodist, to be aware of the situation. With all due respect to the scholars who believe that we can still teach modern languages as we learned them fifty years ago, and with the keenest realization of the fundamental intellectual values that remain unchanged and of the greatness of some of the teaching done in the past, we can no more today close our eyes to such advances as aural techniques, silent reading, true-false tests, and similar contributions of educational psychology and phonetics than we can close them to the astronomy of Copernicus. A half-dozen of these outstanding accomplishments would alone justify greater interest in "mere teaching" on the part of that group of university and even high school teachers who, unhappily, feel that there is nothing new for them to learn. Perhaps they even justify a little of the outlawed "teacher training."

The Seibert-Wood French Aural Test is designed to measure the extent to which students understand spoken French. The test may be used in all years of high school and college French. The total time for administering is forty-five minutes for elementary students and sixty minutes for advanced students, who do certain exercises which the others omit. The brevity of the pupils' responses makes possible in an examination of fifty minutes' duration a wide sampling of aural French elements. The large number of questions used in this test, representing a wide sampling of items in the function being tested, insures a high degree of validity for the test. A score sheet and a key accompany the test booklets: also a sheet upon which results may be reported to the authors, who are eager that this be done.

The construction of the test involved a careful selection of functions that should be tested, a choice of relevant content to measure these functions, statistical studies of validity, reliability, and objectivity, as well as of the extent to which the test differentiates between levels of achievement—both between years of French studied and among students who have studied the language for the same period of time.

In Part I the examiner reads a series of statements concerning pictures which are before the student in his examination booklet. The student indicates whether each statement is true or false in numbered parentheses which accompany the pictures. This material is good, if somewhat difficult.

In Part II the examiner reads a series of questions of a general nature which can be answered by "yes" or "no." The student indicates the answer to each question in numbered parentheses in his booklet. This material is well selected and not difficult, though possibly exercises 36-45 are a little rapid.

In Part III the examiner reads a paragraph. The student then turns to Part III in his booklet, where he finds three sets of state-

ments concerning the paragraph. Four answers are given in English for each of the statements, of which he is to select and indicate the correct one. There are fifteen paragraphs in this part, with an exercise for each. In order to avoid the danger that the student may try to answer the questions while the paragraph is being read, the examiner does not read the paragraphs in the order in which they are lettered but announces the letter after each paragraph is read. Again excellent material. The test questions are, wisely, in English. For the early exercises plenty of time is given, but all the tests are searching, and the last selections are rather difficult. In all such tests it is always possible (as the reviewer discovered for himself!) to fail to note or recall some rather simple point that one would have easily understood. Why not permit each selection to be read twice? The instructions allow but one reading.

Part IV consists of a dictation exercise of fifteen sentences of graded difficulty. Each sentence is read once entirely and then by separate word groups which are carefully marked off by the authors of the test. The objection that one can understand a word and yet not be able to write it correctly is met by the method of scoring, which minimizes the errors of syntax and spelling. These *dictées* are very skilfully graded, but it might have been well to give instructions as to the linking in number 5.

Clear and complete instructions for both pupil and examiner accompany the tests. The pictures are interesting, attractive, and clear. In order to avoid the difficulty arising from variation among examiners in speed and clarity of enunciation, directions are given for the speed of reading the various sentences, questions, and paragraphs; and it is recommended that the classroom teacher administer the test, since the students are accustomed to his enunciation. Three carefully defined rates of speed are provided to accord with different levels of achievement. The three speeds are called *very slow*, *slow*, and *normal*.

The scoring of the test is objective throughout. Minute directions for scoring and recording results appear in the examiner's Manual. It may be noted that omitted items do not count as wrong, and that scores in true-false tests are, of course, the number left after subtracting the incorrect answers from the correct. There is also an interpretation of the scores for the various years, norms being based upon more than 2000 cases.

The test is adapted for use in public and private high schools and in colleges, since it covers a wide range of achievement, from elementary high school French to advanced college French. It therefore makes possible the comparison of achievement in different types of schools and for different years of French study.

The test is published in two forms, called Form A and Form B. They are equivalent in content and organization and about equal in difficulty. By the alternate use of the two forms, comparability

of measures of achievement is possible over a series of years, as well as between various classes and schools within a given year. Correlations between these forms based upon 416 cases show a high degree of reliability. The validity of the test is indicated by the wide sampling of items, the selection of its content, the number of distinct functions it measures, and the extent to which it differentiates among students who have had the same number of years of the subject and between the averages of students who have had different amounts of training. The vocabulary has been checked with the Vander Beke list. The selection of content was made with a view to avoiding as far as possible the measurement of general intelligence, of information, or of memory. In order to test understanding as directly as possible, the written responses required of the student are reduced to a minimum. In Part III the answers are given in English rather than in French so that success in the test would not depend in the least on the ability to read French.

Actual errors are rare in these tests, but there are just a few expressions which seem to depart from normal French, though—as is almost always the case!—authority may possibly be found for some of them. In Form A, Part I, “La Grand’mère,” sentence 4, we find *Elle est en train de cuire quelque chose*; not incorrect but perhaps preferably *faire cuire*. Part I, “Le Cheval emballé,” 16, *brancarts* should be *brancards*. In Part II, 30, we find *Le mal de dents fait souffrir*; the sentence would sound more French if recast using *mal aux dents*. In Form B, Part I, “Les Feuilles mortes,” 8, the little boy is said to wear *des pantalons courts*, an expression that is doubly incorrect because *pantalon* should be singular and because a boy’s short trousers are almost always *une culotte*. In “Bonjour,” 1, it might have been better to avoid *dans la campagne*; preferably *à la campagne*.

In the picture which accompanies the same selection it might be suggested that the figure of the man and the slope of the hill are not perfectly clear. In general one may hesitate to approve of the so frequent use of the past definite in aural tests; with all due concession to the point of view of Mr. Faye,¹ this tense is surely not of so great importance in this type of aural comprehension. Usually plenty of time is given for the tests, which are ingenious and fair, and the material is not too difficult for those who have had proper aural training. It is a question whether such words as *amadou*, *tabouret*, *se cramponner*, *bouvreuil*, and an expression like *vient de s’abattre*, are not a bit too unusual even for the more difficult exercises; but we are reassured when we read that all of these tests have been carefully tried out. One notes with a certain surprise the entire absence of tests based upon some form of phonetic analysis,

¹ The Past Definite in Spoken French, *Mod. Lang. Journal*, xvi, 3, p. 209.

similar in spirit to those found in Eddy's *French Work Book*,¹ though of course different in technique; tests of this sort are obviously useful.

The authors of the Columbia Research Bureau Aural French Test suggest that the derived measurements may be used (1) as a partial basis for assigning high school or college grades in French; (2) as a basis for classifying students and for grouping them with a class; (3) to diagnose difficulties of individual students and groups; and (4) in furthering educational research. This modest summary assumes an interest in aural skill and therefore omits what is possibly the greatest value of all, which would be to demonstrate to classes in which little or no real aural-oral work is done how such work may be done intelligently and successfully and how far most of us are from reasonable attainment. Some of us who try to keep our minds open to progress of this sort may have to admit falling far short of the real progressives in both aim and method. The direct challenge of the aural test is to institute in our classes such exercises as will prepare our students to meet such tests. Success in these techniques will depend largely upon the scholarship and classroom ability of the teacher—but when is that not the case?

PH. H. CHURCHMAN

Clark University, Worcester, Massachusetts

W. H. GROSJEAN. *French Idiom Study*. Boston: D. C. Heath and Company, 1931. Pp. iv-199.

CLIFFORD S. PARKER. *French Drill and Composition Book*. Boston: D. C. Heath and Company, 1931. Pp. viii-221.

Both of these works belong in part—the second in far greater part than the first—to the category of “composition” books in which English sentences are to be converted into the foreign equivalent. And both feature idioms as being the crux of a problem. But just here their resemblance ceases, the problem as stated in the one case being to *understand* idiomatic French and in the other, to *use* it. As a result, the two books are so different in plan and particularly in choice and treatment of idiom material as to be mutually complementary. Which doubtless is all for the best.

I

Spoken French, declares the author of *French Idiom Study*, is so studded with “idioms, figurative and syntactical . . . which, although used in the best society and among cultured people, are seldom found in books, [that] there is need for the preparatory study of spoken idiomatic language in written form.” We are surprised, after reading these sharp restrictions, to discover that for

¹ *French Work Book to accompany Beginning French*, by Helen M. Eddy. University of Chicago Press.

the basic material of such study he has drawn upon a most literary source—none other than La Fontaine!

However, M. Grosjean retells thirty-four of the Fables, in thirty-five familiar prose paraphrases. In each, he has developed both the narrative and the dialogue elements, italicizing idiomatic expressions (averaging above twenty) which appear again just below in a list with their English equivalents. Inevitably of course, these lists do contain, in plenty, expressions encountered everywhere "in books," and occasionally one that might be considered a shade more literary than its source, as when M. Grosjean's oak tree addresses the reed with "*Si encore vous aviez vu le jour*," etc. (La Fontaine: "*Encore si vous naissiez*," etc.) Personally, we wish the author's preface had not raised that bogey, the metaphysical zoning of written and spoken idiom. But, once past his preface, he neither mentions nor applies such fine distinctions. Thus, in spite of what he had said, we find him ranging in a single short list from *bien vite* to *éventer la mèche*, in another from *qu'est-ce que c'est que cela?* to *courir la prétontaine*, in still another from *avoir raison* to *d'arrache-pied*, and the same with nearly all. We do not reproach him, for we cannot imagine even La Fontaine writing a readable paraphrase of himself if he were tied down to a frequency list! No; we appreciate these agreeable versions and their rich yield of idiomatic expressions: they are the most novel and important contribution made by the book.

In view of this advantage, it is unfortunate that in one important respect the treatment of idioms should have fallen short of the promise in a title like *Idiom Study*. Everyone will agree with M. Grosjean that idiom study is fascinating; provided, always, that for getting at the meaning there be a genuine lead to pursue, not merely something more or less equivalent in English to memorize. And M. Grosjean seldom gives more assistance than that, except to define single words in the vocabulary. In far too many cases, he leaves the student still more in the dark by omitting an essential word from the vocabulary altogether, or by omitting the definition that would help to explain. What can the student do but look elsewhere for guidance or else "give it up" if *c'est une autre paire de manches* is "that is quite another thing" and *manche* is not in the vocabulary; if *devoir une belle chandelle* means "to be much indebted," while *voir mille chandelles* means "to see a thousand stars," and *chandelle* is not in the vocabulary; if *entre chien et loup* is "at dusk" but for no apparent reason, while *à la queue leu leu* is "one after another" with no explanation, no entry even, of *leu*; if *ne pas être dans son assiette* is "to be out of sorts" and *assiette* is only a plate; if *éventer la mèche* is "to let out a secret," *éventer* being "to fan" and *mèche*, merely a wick! How can he understand that *se mettre en frais* means "to exert oneself" when all he finds is that *frais* means "fresh," there being no entry for the noun? Only con-

fusion results from rendering *il ne saurait tarder* by "it can't be long" though *il* clearly means "he" in the text (p. 90) and defining *tarder* "to be late" though *il me tarde* (p. 130) means "I am longing." Other examples of such faulty execution could be cited if space allowed.

Except for the appeal of the texts themselves, therefore, the potential fascination of these idioms must be captured by teacher or advanced student outside this book, which might serve as the point of departure. M. Grosjean prefers instead to add practice material. The *Conversations* comprise questions on the texts (the past definite occurs, which is doubly unfortunate after the author's prefatory emphasis on the spoken language); the *Exercices* include forming sentences with designated idioms, pairing off synonyms and antonyms, transposition of tenses, writing an occasional composition based on the story, etc. Each lesson ends with a *Traduction-Composition*, i.e., semi-connected English sentences to be translated—a rather exacting test, requiring expressions from earlier lessons as well which must be recalled since there is no English-French vocabulary. The idioms are recapitulated in an alphabetical list, with lesson references. The principal irregular verbs are also tabulated. Pen-and-ink drawings, lively though small, frequently help to convey the piquant personality of La Fontaine's animals.

As reader only, the book may serve in high school; otherwise, in college classes in second-year French, in intermediate or advanced courses in composition and conversation.

II

In no other work of the type have we seen the "composition" method so consistently and persistently applied to drill purposes as in Professor Parker's *French Drill and Composition Book*, where thousands of English sentences are marshalled for practice in essential grammatical principles and the use of predetermined idioms and irregular verbs. The author says in his preface that he prepared a great deal of his material after analyzing the examinations set by the College Entrance Examination Board over a ten-year period, though he does not specify whether he compiled directly from this source. His choice of irregular verbs, numbering 125, was governed by their recurrence on the examinations, as was also in part his basic list of 370 idioms, the other criteria for idioms being popular grammars and composition books and his independent reading and observation. His notation of an idiom as elementary, intermediate, or advanced, was dictated "by its recurrence on the C.E.E.B. examinations or by its relative importance and difficulty." French model passages are entirely dispensed with, the only thing in the nature of a pattern being the illustrative French sentence accompanying the entry of an idiom in the reference list.

The seventeen Exercises of Part I, constituting two-thirds of the book, deal mostly with France and French ways, under such familiar heads as meals, lodging, Paris streets and shops, theatre, post office, geography, history, education, sports, etc. Dialogue, exposition and narration are employed, and some adaptations in English from French authors are included. Every one of these exercises is composed of no fewer than eleven parts, each an exercise in itself: four consist of semi-connected sentences, two of connected narrative, two of questions (in English to be translated and answered in French, in French to be answered in French), and one each of verb drill, special drill on idioms, and topics for original compositions. Part II, for further drill, gives close to forty pages of unconnected sentences, grouped under the heads of grammatical topics of especial importance and difficulty, irregular verbs of primary and secondary importance, and idioms elementary, intermediate, and advanced. A page of supplementary subjects for compositions, the reference lists of idioms and irregular verbs, and the English-French vocabulary, complete the book.

But one feature in the arrangement of these closely packed contents is mechanically defective. The cumbersome method of annotation is a source of inconvenience and loss of time to the student. Not one idiom requirement—and every idiom is required countless times—escapes a reference; not however to the reference list but to a “note” which is only another reference, an idiom number directing the search in the list itself. To aggravate matters, all the notes for each large Exercise unit, of half a dozen pages, are bunched in a section, printed in small type and tightly sandwiched between the end of one Exercise and the beginning of the next, regardless of position on the page. Here, combined with notes on other points, they pile up at an average of sixty or so to an Exercise, the double sequence of note numbers and idiom numbers confusingly peppering the entire section with figures. We fear this difficulty of reference may deter all but the most dogged manipulators.

A few slips or misprints occur. *Un équipe de football victorieux* (p. 10) should read *une équipe . . . victorieuse. Lesquelles aimez-vous le mieux, les comédies ou les tragédies?* (p. 53) would be improved by omitting the *le*. In the example for *aller et retour* (p. 151), *Fontainebleau, second*, etc., *second* should be *seconde*. The sentence illustrating *en être de même*: *Chez nous il en est de même des automobiles et des tramways* (p. 167), is mistranslated by “At home it’s the same way with the autos as with the streetcars”; the French as given compares both autos and streetcars with something already in mind rather than with each other, while the English as given would call for *que* instead of *et* (or else *il en est des . . . comme des . . .*). The idiom for “take care not to” is not *avoir garde de* (p. 165) but *n’avoir garde de*.

Professor Parker has made his material as stimulating as any

process of almost unremitting drill could possibly allow, but in offering so much he wisely suggests that no class be put straight through his book in one or even two years. Portions can be chosen to fit various needs; corresponding sections of each Exercise can be taken up in successive school years or college terms. The work is thus adaptable to almost any stage of practice after a beginning grammar, from preparation for entrance examinations to review with mature students. In any case we should prefer using it in conjunction with some other text, even in a course strictly of composition. For a course of that type, in fact, a Grosjean-Parker combination would commend itself as capable of furnishing a fairly balanced ration, since M. Grosjean's differentiation of idioms might well be applied to the two books as a whole to suggest the general character of their contents as respectively "figurative" and "syntactical."

ERNEST G. ATKIN

University of Florida

ANDRÉ MAUROIS. *Morceaux Choisis*. Edited by E. G. Le Grand, with a preface by the author. Cambridge: at the University Press. New York: the Macmillan Company. \$1.00.

M. Le Grand has given us in 124 pages eleven selections varying in length from two to thirty-two pages from different works by André Maurois as illustrations of the work of this well-known author. The selections are well chosen and offer a pleasing variety of reading matter that will appeal to the more thoughtful advanced student, for whom the book is evidently intended.

The first five selections are shorter and more varied in subject matter than the last six, which are taken from *Disraëli*, *Etudes Anglaises*—one each on Mme du Deffand, Ruskin, and Oscar Wilde—*Ariel*, and *Byron*. Under *Disraëli* we have five selections from that work and under *Ariel* we have four. The reviewer believes that the last six will appeal more to the student than the earlier ones. Nothing is given from *Les silences du colonel Bramble* or *Discours du docteur O'Grady* because, as the editor states in his preface "... ces ouvrages ont été déjà traités, et non parce qu'ils ont été considérés comme sans valeur représentative du génie de Maurois." M. Le Grand evidently has in mind the school editions of these works that have already appeared.

In a two-page preface M. Maurois states his conception of the rôle of a biographer, and in one of seven pages the editor discusses Maurois and the selections found in the volume under review.

Fifteen pages of notes are appended to the text. Additional notes might well have been given, as, for example, on *Delauney-Belleville*, p. 10, and *Lettres Portugaises*, p. 67. Notes are given on *frein* and *capot*, p. 10, but not on *caisse* on the same page, although

the three terms refer to parts of an automobile and are of equal difficulty of comprehension. Two misprints were noted—*posseda* for *posséda* on page 78 and *avait parcourir* for *avait parcouru* on page 138 (notes on page 110).

The book has neither exercises nor vocabulary.

The text will doubtless prove useful to the teacher who wishes to use it with advanced students as a means of acquainting them with various aspects of M. Maurois' work. I am sure that it will not fail to arouse the students' interest in the author and make them want to learn more of his work.

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JOSÉ M. DE PEREDA. *Don Gonzalo González de la Gonzalera*. Edited with Introduction, Notes, and Vocabulary, by Edwin B. Place. Benj. H. Sanborn & Co., 1932. (Introduction, 7 pages; Text, 177; Vocabulary, 120.)

This addition to the Hispanic Series is, of course, uniform with the others in binding, and, like several others, also has line drawings by the Spanish artist Angel Cabrera, which lend a certain air of La Montaña to the book. As usual in the case of literary texts in the Series, there is a reproduction of the authorization by the holder of present rights in the work. These reproductions are always interesting for the Spanish *letra*, and especially when they are as difficult to decipher as the one in this text. Again, notes are placed at the foot of the page, where the students are more likely to see them.

According to the Preface, helps are intended for fourth-semester students (high school or college?). Certainly *Don Gonzalo* is not over-annotated, but when there are as many constructions for fourth-semester students to stumble over as one finds in Pereda's work, what can an editor do? Except to say that Dr. Place seems rather pessimistic (or is it optimistic?) when he identifies Alfonso XII as "father of the present king," I shall make no comment on the Notes, which are mainly linguistic and good.

There are no exercises, and the Introduction is very brief, being principally concerned with the author's works. Biographical material is put into a footnote. The student who wishes more information is wisely referred to articles where he can get much more information than he could from any reasonably brief introduction. Of course, the text is abridged. Gaps in the material have been filled with summaries in English, totaling some ten or twelve pages.

The outstanding feature of the book is its vocabulary, which commendably aims at completeness. This portion of the book is extremely long—120 pages, or roughly a page of vocabulary to every page and a half of text. Including homonyms (always listed

separately), dialectal variants, and key forms of irregular verbs, there are something like 5700 entries. There are probably not more than 100 irregular verb forms, nor more than 120 dialect words; thus it will be seen that the number of different words is very large—for a second-year text, at least.

As for errors, the text (p. 92) and the vocabulary do not agree on *hacerse (de) nuevas*, and *tamién* is perhaps the only dialectal form omitted from the vocabulary. These misprints were noticed: *las rudeza* (p. 127) and "the room in in which" (p. 133).

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V. L. DÉDECK-HÉRY. *The Life of Saint Alexis*. An old French Poem of the Eleventh Century. With an Introduction and a special Vocabulary. The College of the City of New York. (Publications of the Institute of French Studies, Inc. New York) 1931, 82 pages.

This little book will probably not be used in many classrooms, but only because it is prepared for very advanced students, familiar enough with French and Latin to attempt a study of old French. For such students it will prove a real boon indeed, providing, as it does, a remarkable tool for learning. One must say more: while it is destined primarily for students—and by one who knows what American students need, which is often quite different from what European students need—it is also in the full sense of the term a scholarly work with many valuable suggestions for the specialist himself. Professor Dédeck-Héry is already known to Romanists in this country for an unusually fine thesis at the University of Pennsylvania (*Etude littéraire et linguistique de l'Histoire de Jehan de Tuim de Julius Cesar*). He had come to this country heralded by Prof. F. Brunot as one of his most promising students in many years, and, by the way, the new book is dedicated "A mon ancien Professeur Monsieur Antoine Thomas."

The text itself is preceded by an Introduction containing in concise form all that is necessary for a good understanding of the content of the old poem, viz., its Syrian origin and its later developments in Western Europe; a few words on the manuscripts and editions; on the date and author; on the versification; and finally two pages of bibliography. All the philological information is contained in a very interesting glossary (that is to say in connection with the words as they come up in the text), and presupposing only a very modest knowledge of old French. When the student is through, he is perfectly ready to tackle almost any text with ease.

This volume will add considerably to the prestige of the collection "Publications of the Institute of French Studies."

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